



2013-2014 FACT BOOK

TWENTY-FIRST EDITION

INCLUDES AY 2008-2009 THROUGH AY 2012-2013

PUBLISHED FALL 2013

Preface

Purpose and Content

The Office of Institutional Effectiveness at Craven Community College annually prepares and publishes the Fact Book as a longitudinal, multi-year, compilation of basic statistical data regarding College operations. The Fact Book is compiled to provide faculty, staff, and administration with a centralized, single-source reference of frequently used information for internal planning and decision-making purposes.

This year, the State's Data Warehouse was the primary source of data for the preparation of the Fact Book. Data Warehouse is a repository wherein data are submitted by all 58 community colleges to the North Carolina Community College System (NCCCS) and then made available as reference sources for comparable institutional data.

Additionally, some tables and graphs in the Fact Book were prepared from data provided directly from individual College departments – e.g., Small Business Center, Basic Skills/Literacy, Library, and the Business Office; whereas others were taken from the State's "Critical Success Factors". Finally, there is a section on Craven County Profiles where data was taken directly from county source documents.

Five Year Trend Data

The five-years of referenced data for the 2013-2014 Fact Book include: AY 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13. The Office of Institutional Effectiveness attests that the data and statistics contained in the Fact Book are accurate and precise; however, the College and the environment in which it exists are continually changing, and information presented may change in response. Further, data presented in this official publication may differ from statistics found in other College or State reports, due to differences in source information, dates of data generation or reporting periods.

Online Access

The *2013-2014 Fact Book* may be accessed online from the College's website. Under the *About Craven* section, please find the link within the *Research & Planning* subsection, or by directly accessing:

<http://www.cravencc.edu/about/Planning/FactBook2013-2014.pdf>

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Mission

Craven Community College is a dynamic and responsive institution of higher education committed to improving and enriching individual lives and society through comprehensive, high quality and accessible learning opportunities that allow students to contribute and compete in a diverse and global community.

Craven Community College fulfills this Mission through:

- **Adult General, Basic and Secondary Education:** Courses and services for students who desire to complete a high school equivalency credential or improve their adult basic education, literacy and English language skills, or for enrolled high school students seeking acceleration opportunities.
- **Cultural, Citizenship and Community Enrichment:** Activities, services, group travel and special projects in response to cultural needs and quality of life interests of community populations and for the leisure enjoyment and enrichment of adults and youth served.
- **Developmental Education Studies:** Courses and services for students in need of further growth and development of academic and basic skills preparation for acceptance into a curriculum and to succeed in college programs.
- **Economic/Workforce Development Education and Special Training:** Customized courses specifically designed for, and in collaboration with, business, industry and the military including workforce readiness, job enhancement and technical skill development.
- **Occupational and Technical Education:** Programs, courses and services for students who plan to enter the workforce or upgrade their career training, professional skills and work performance.
- **Student Development:** Programs and services to support and enhance student academic, career and personal skill development and growth, and assure success for diverse and ever-changing student populations.
- **University-Parallel Education:** Programs and coursework for the freshman and sophomore years of an undergraduate education for students who plan to continue studies toward the baccalaureate or pursue postsecondary liberal arts studies.

Adopted by Board of Trustees

April 20, 2010

Vision

By 2015, Craven Community College will be recognized as a vibrant community college focused on student success and lifelong learning through innovative community partnerships, cultural arts programming, military educational services, public radio, and workforce training.

Strategic Goals

Teaching & Learning in the 21st Century

Craven Community College will provide students with an engaging learning experience within and beyond the classroom.

- Strengthen the student learning experience from entry to exit.
- Provide learners with enhanced opportunities for civic engagement and leadership development.
- Incorporate multicultural content and experiences into classes and co-curricular activities.
- Support alternative learning opportunities, technology usage and information literacy.

Partnerships & Programs in a Diverse Community

Craven Community College will strengthen alliances and serve as a recognized catalyst for regional economic, social and cultural development.

- Identify and develop responsive programs and enhanced support systems to serve new and expanded markets.
- Position the College as the central focus for community cultural opportunities and for visual, applied and performing arts programming.
- Strengthen and expand partnerships with colleges and universities, K-12 schools and businesses and industries.

Resources & Development in a Global Economy

Craven Community College will strengthen capacity through fiscal accountability, institutional advancement and resource development.

- Support continuous professional development and recruit highly qualified and team-oriented colleagues.
- Revitalize the College Foundation and secure federally-funded and private Foundation grants to address strategic priorities.
- Seek funding for implementation of the Facilities Master Plan for the New Bern and Havelock-Cherry Point campuses.
- Enhance physical facilities, infrastructure and landscapes that support “Going Green” systems to sustain the environment.

Quick Facts 2012-2013

Curriculum Enrollment by Gender		
Female	2,852	61.3%
Male	1,798	38.7%
Total	4,650	100.0%

Unduplicated Headcount

Curriculum Enrollment by Ethnicity		
American Indian/Alaska Native	36	0.8%
Asian/Pacific Islander	75	1.6%
Black	965	20.8%
Hispanic	312	6.7%
Other/Unknown/Multiple	396	8.5%
White	2,866	61.6%
Total	4,650	100.0%

Unduplicated Headcount

Curriculum Enrollment by Geographic Region		
Craven County	3,077	66.2%
Adjacent Counties	676	14.5%
Other NC Counties	100	2.2%
Out-of-State	785	16.9%
Unreported	12	0.3%
Total	4,650	100.0%

Headcount can be duplicated due to the fact that some students may have moved within the academic year.

Source: NCCCS Data Warehouse

Quick Facts 2012-2013

Curriculum Enrollment by Program Area		
Arts & Sciences	2,793	59.81%
Business Technologies	674	14.43%
Engineering Technologies	2	0.04%
Health Sciences	277	5.93%
Industrial Technologies	133	2.85%
Public Service Technologies	333	7.13%
Transport Systems Technologies	318	6.81%
Special Categories	140	3.00%
Total	4,670	100.00%

Headcount is duplicated due to the fact that some students may be enrolled in more than one program.

Curriculum Enrollment by Delivery Method		
Distance Learning	2,926	38.6%
Hybrid (Online & Face-to-Face)	1,258	16.6%
Traditional Classroom	3,277	43.2%
Other	117	1.5%
Total	7,578	100.0%

Headcount is duplicated due to the fact that some students may utilize more than one method of instruction.

2012 Area HS Students Attending CCC in 2012-2013			
	Graduates	At Craven	% Per High School
Havelock High School	275	88	32.0%
Jones Senior High School	73	7	9.6%
New Bern High School	368	97	26.4%
Pamlico County High School	137	21	15.3%
West Craven High School	247	70	28.3%
Total	1,100	283	111.6%

Unduplicated Headcount

Source: NCCCS Data Warehouse

Craven County Profile

Regional Population Profile

Population		
	Craven County	North Carolina
2012	104,770	9,752,073

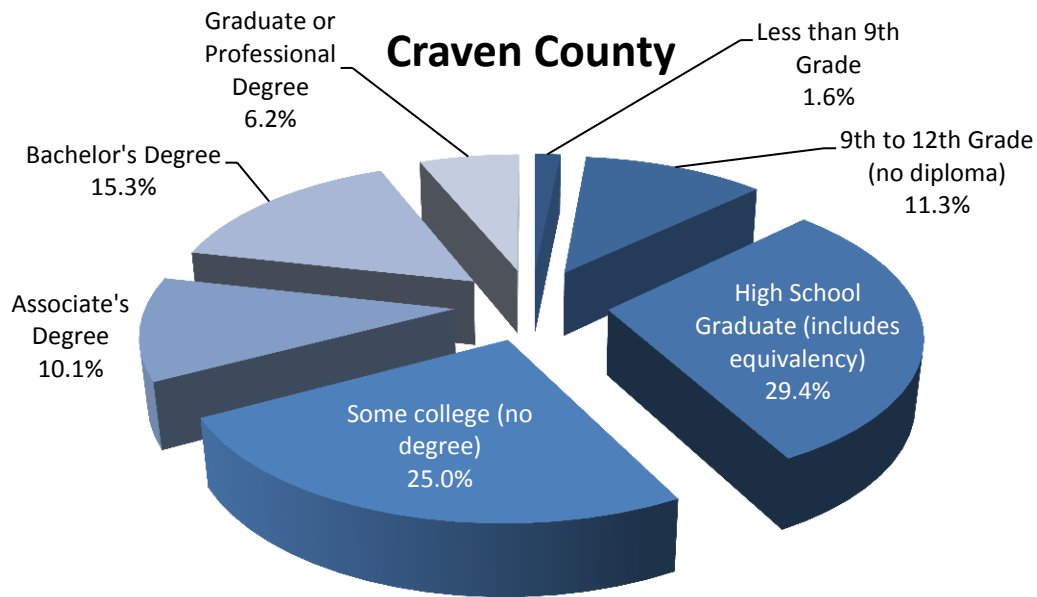
Ethnicity		
2012	Craven County	North Carolina
American Indian/Alaskan Native	0.6%	1.5%
Asian	2.2%	2.5%
Black	22.1%	22.0%
Hawaiian/Pacific Islander	0.2%	0.1%
Hispanic/Latino	6.6%	8.7%
Two or more races	2.5%	2.0%
White, Not Hispanic	66.9%	64.7%

Ages		
2012	Craven County	North Carolina
Persons under 5 years old	7.3%	6.4%
Persons under 18 years old	22.7%	23.4%
Persons 65 years old or over	16.1%	13.8%

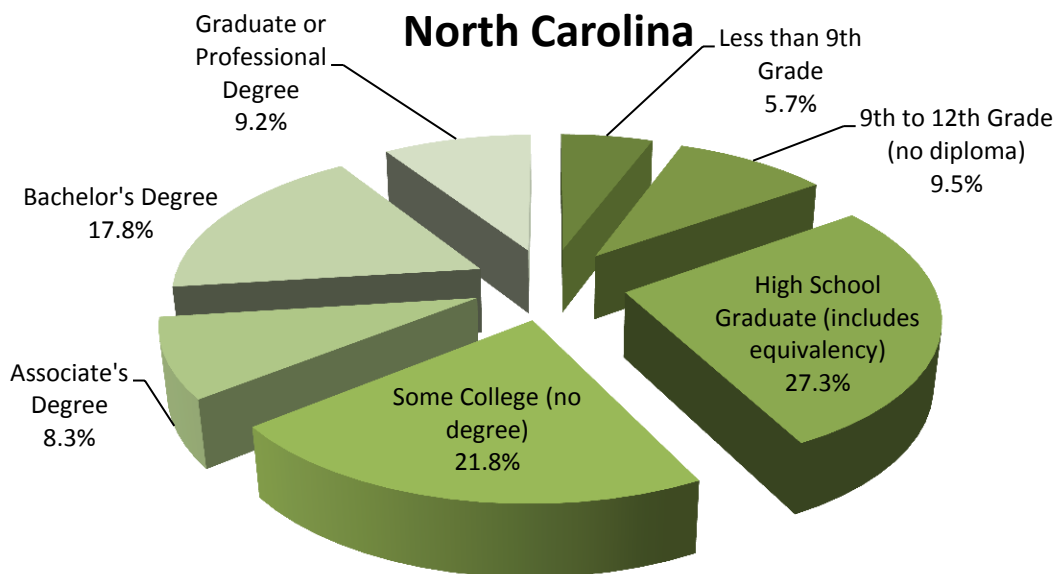
Source: <http://quickfacts.census.gov>

Craven County Profile

Education Attainment Profile



Age 25 and above based on the 2011 American Community Survey.



Age 25 and above based on the 2011 American Community Survey.

Source: <http://factfinder2.census.gov>

Craven County Profile

Top Employers

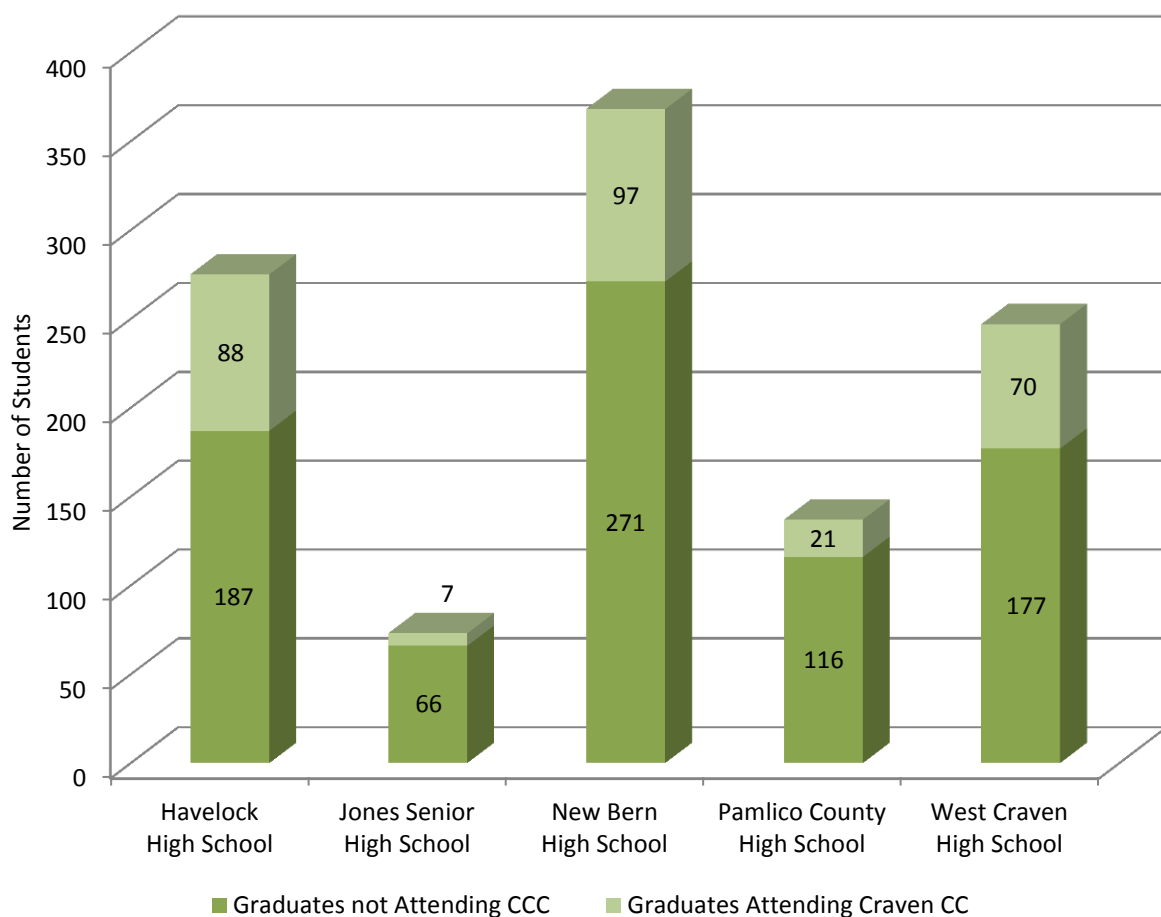
Rank	Company	Industry	Employment Range
1	Department of Defense	Public Administration	1,000+
2	Craven County Schools	Education & Health Services	1,000+
3	Craven Regional Medical Center	Education & Health Services	1,000+
4	Wal-Mart Associates, Inc.	Trade, Transportation, & Utilities	500-999
5	BSH Home Appliances Corp.	Manufacturing	500-999
6	Cherry Point MCCA	Trade, Transportation, & Utilities	500-999
7	Craven County	Public Administration	500-999
8	Moen, Inc.	Manufacturing	500-999
9	Craven Community College	Education & Health Services	500-999
10	US Marine Navassa	Manufacturing	500-999
11	Vertex Aerospace, LLC	Trade, Transportation, & Utilities	250-499
12	City of New Bern	Public Administration	250-499
13	Weyerhaeuser Co (A Corp)	Manufacturing	250-499
14	McDonald's	Leisure & Hospitality	250-499
15	NC Department of Correction	Public Administration	250-499
16	Coastal Carolina Health Care PA	Education & Health Services	250-499
17	Food Lion, LLC	Trade, Transportation, & Utilities	250-499
18	Holden Temporaries, Inc.	Professional & Business Services	250-499
19	Temporary Employee Services, Inc.	Professional & Business Services	250-499
20	Southeast Service Corp	Professional & Business Services	250-499
21	RHA/Howell Care Centers, Inc.	Education & Health Services	100-249
22	NC Department of Transportation	Public Administration	100-249
23	Bojangles' Chicken & Biscuits	Leisure & Hospitality	100-249
24	Olsten Staffing	Professional & Business Services	100-249
25	United States Postal Service	Trade, Transportation, & Utilities	100-249

Source: <https://accessnc.commerce.state.nc.us>

Student Profiles

Area High School Graduates Attending

With a five year average of 23.36 percent of area high school graduates attending Craven Community College, the College had been experiencing a steady decline in enrollment until AY 2012-2013. During the 2012-2013 school year, Craven Community College enrolled 25% of all graduates from area high schools; the highest percent in the past five years. Historically the College saw the greatest enrollment from New Bern High School and West Craven High School, however Havelock High School has had increasing numbers of graduates enroll at the College of the past five years.



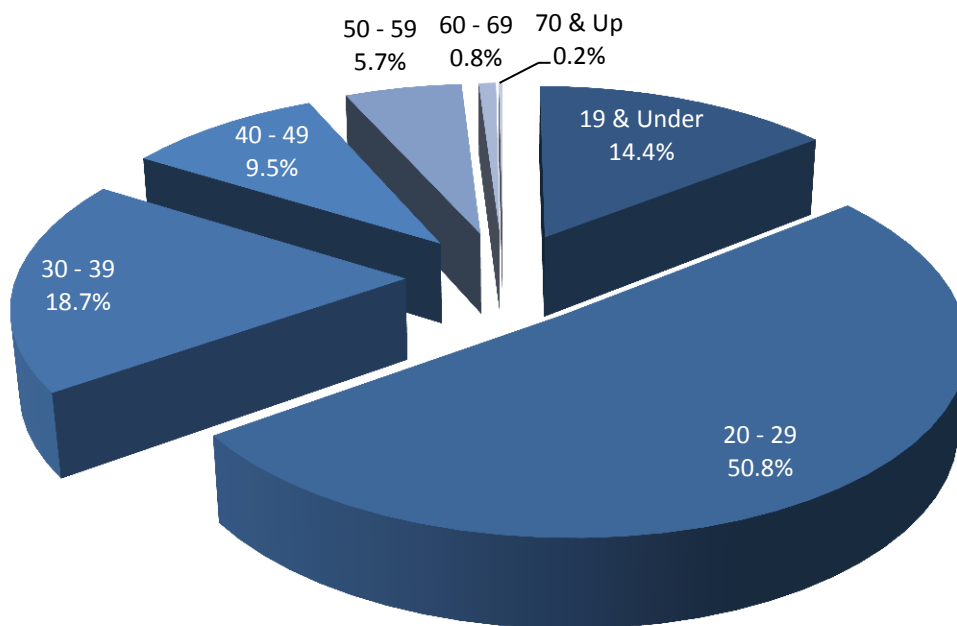
[Data Table \(Appendix 1\).](#)

Sources: Craven, Jones, and Pamlico Board of Education Offices, NCCCS Data Warehouse

Student Profiles

Curriculum Student Enrollment by Age Groups

At 50.8 percent, the majority of students at Craven Community College are between the ages of 20 and 29. The 30-39 and 40-49 age categories combine for 28.2 percent of the student population and could be attributed to the increased layoffs the local workforce has been experiencing since 2008. Many displaced workers have chosen to return to school to gain new skills to enhance their chances of returning to their current field or to train for a new career. Additionally, increased enrollment in both Craven Early College High School on the New Bern campus and Early College EAST High School on the Havelock-Cherry Point campus in combination with increased enrollment of area high school graduates, has contributed to the number of students in the 19 and under range, resulting in a significant increase from last year of 11.7 percent from 600 to 670 students.



[Data Table \(Appendix 2\).](#)

Source: NCCCS Data Warehouse

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Student Profiles

Curriculum Student Enrollment by Ethnicity

For the past five years, Craven Community College's student population has been demographically representative of Craven County's population as a whole, despite mandatory changes in Race Ethnic Codes for Integrated Postsecondary Education Data System (IPEDS) reporting, reclassifying of some populations from *White, Non-Hispanic* to *Two or More Races* (which is included in the Other/Unknown/Multiple category) causing a shift in these areas. Full implementation of the change was necessary by the 2010-2011 year. During AY 2012-2013, the Other/Unknown/Multiple category was down 27.9 percent from the previous year. This could be due to an overall decrease in enrollment as well as a reclassification of students that were previously listed as unknown. Additionally, the number of Asian/Pacific Islander students has fluctuated significantly with an unexplained dip in AY 2010-2011 and a return to previous values in AY 2012-2013.

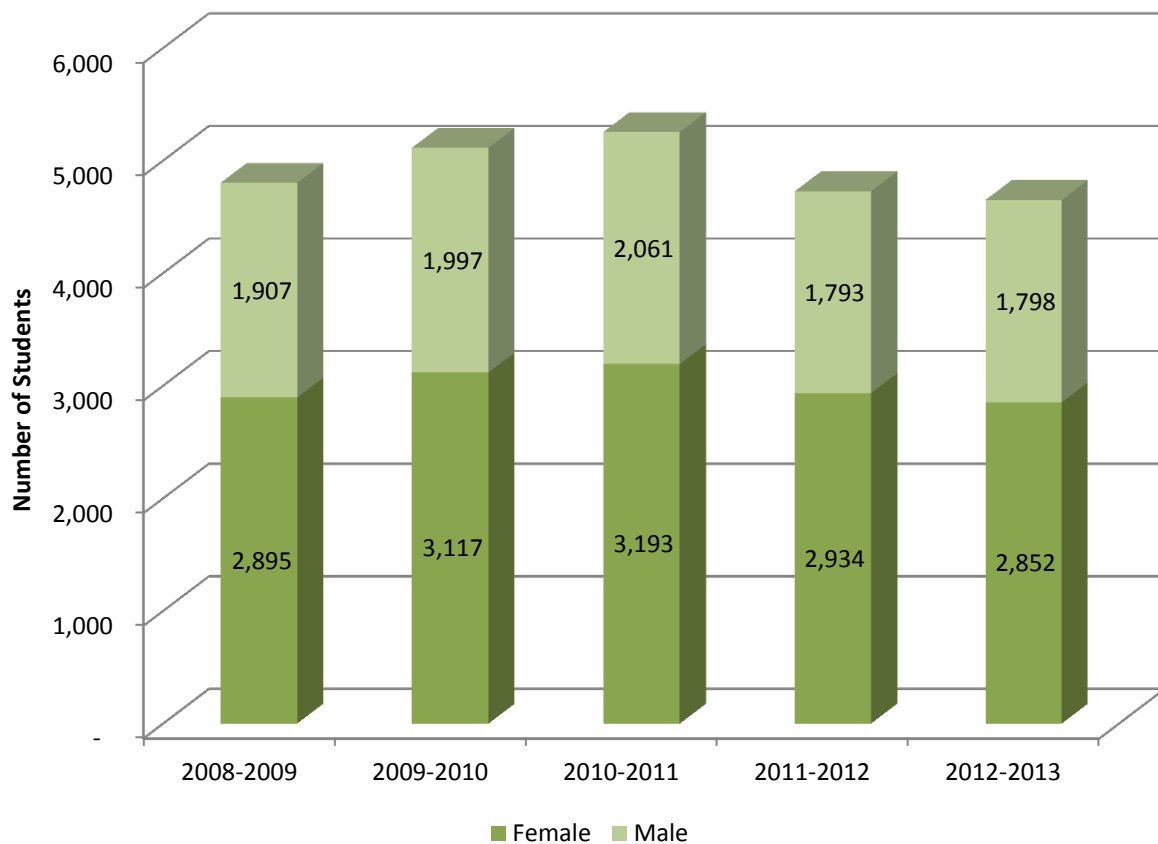
Ethnicity	2008 - 2009	2009 - 2010	2010 - 2011	2011- 2012	2012 - 2013	11-12 Change
American Indian/ Alaska Native	29	29	30	28	36	28.6%
Asian/ Pacific Islander	69	75	11	39	75	92.3%
Black	1,077	1,113	1,078	1,032	965	-6.5%
Hispanic	224	204	275	270	312	15.6%
Other/Unknown/ Multiple	166	848	896	549	396	-27.9%
White	3,237	2,845	2,964	2,809	2,866	2.0%
Total	4,802	5,114	5,254	4,727	4,650	

Source: NCCCS Data Warehouse

Student Profiles

Curriculum Student Enrollment by Gender

Notwithstanding the fluctuation in enrollment by ethnicity numbers and the total number of students enrolled, the curriculum female to male gender breakdown has averaged an estimated 61:39 (F:M) percent ratio over the last five years.



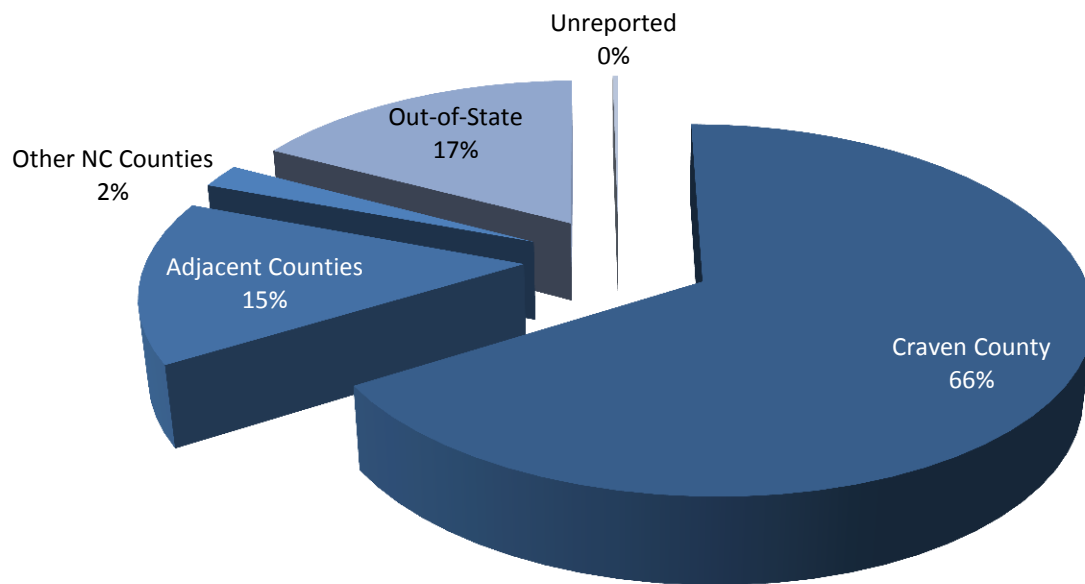
[Data Table \(Appendix 3\).](#)

Source: NCCCS Data Warehouse

Student Profiles

Curriculum Student Enrollment by Geographic Region

Representing two-thirds of the student population, enrollment from Craven County has remained around 66 percent of the total student population over the last five years. The number of Out-of-State students enrolled at Craven Community College had been decreasing until it rose to 14 percent in AY 2009-2010, and has continued to increase reaching 16 percent in AY 2010-2011 and 17 percent in AY 2012-2013. This increase can be attributed to either the growth in online offerings or individuals in the military population listing their permanent home address rather than their current local address.



Note: Headcount is calculated annually which may result in some students falling into two categories due to relocation.

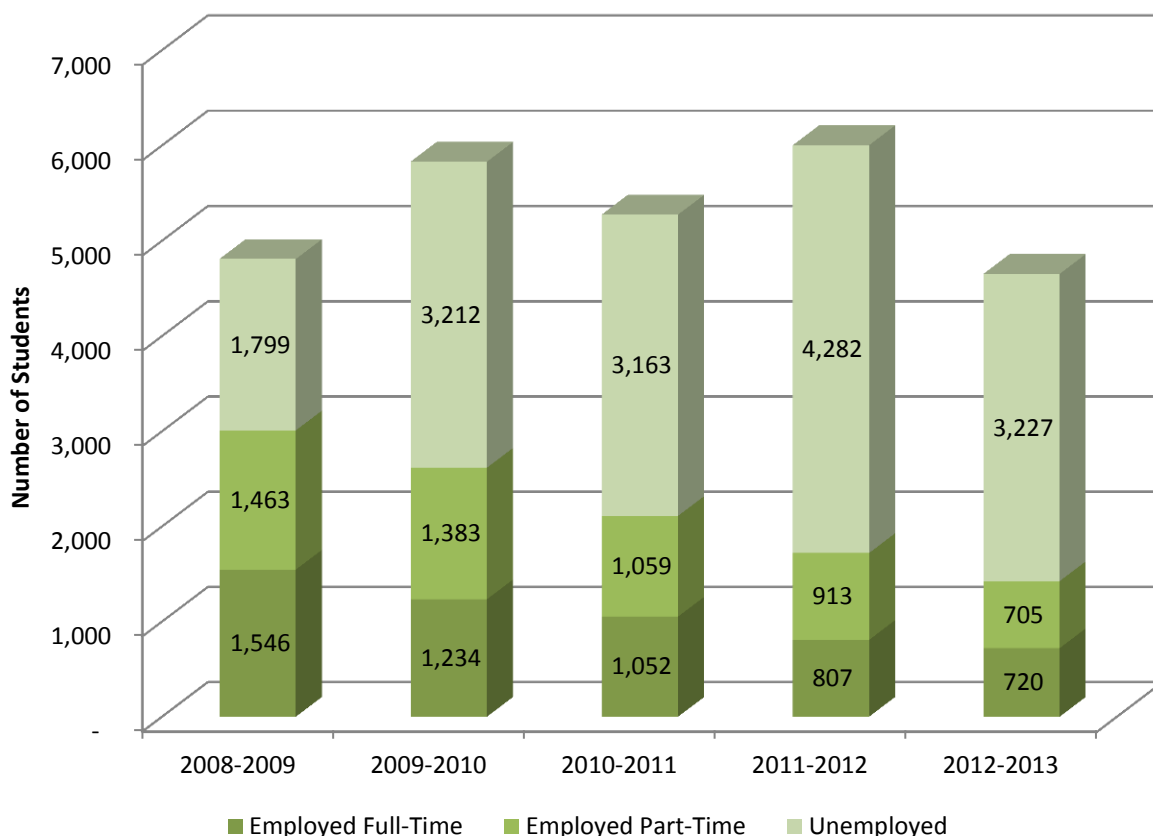
[Data Table \(Appendix 4\).](#)

Source: NCCCS Data Warehouse

Student Profiles

Curriculum Student Enrollment by Employment Status

Since 2008, the number of unemployed students has steadily increased with major increases in AY 2009-2010 and again in AY 2011-2012. During the same time period, the number of students employed full-time or part-time has steadily decreased. In AY 2011-2012 and AY 2012-2013, unemployed students out-numbered employed students nearly 3:1.



Note: Headcount is calculated annually which may result in some students falling into two categories due to change in employment.

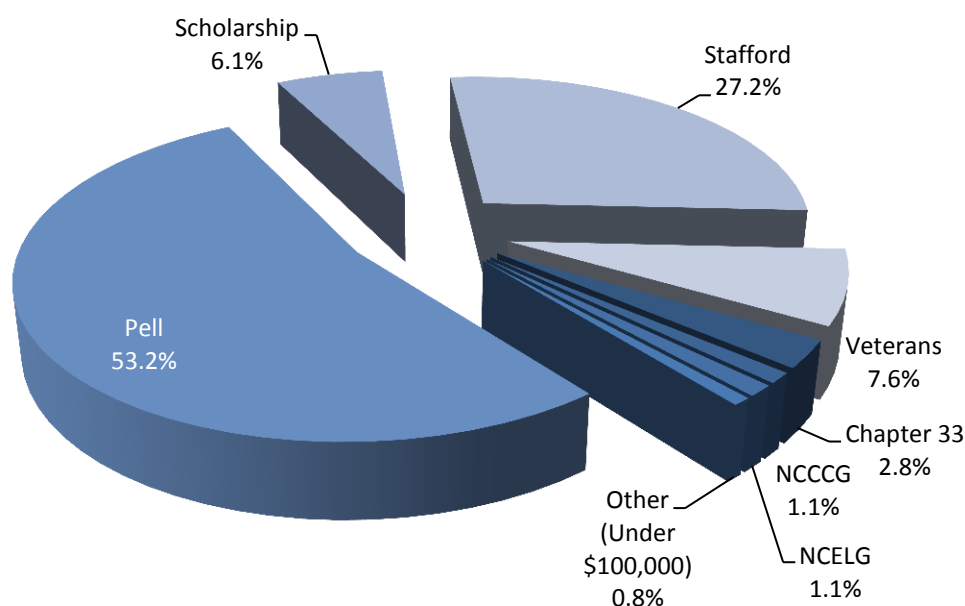
[Data Table \(Appendix 5\).](#)

Source: NCCCS Data Warehouse

Student Profiles

Curriculum Student Financial Aid Awards

In AY 2012-2013, Craven Community College students received over 12.2 million dollars in financial aid with the Federal Pell Grant continuing to be the largest source of financial aid for our students. Although only accounting for 7.6 percent of all awards, students who received an award from the Department of Veterans' Affairs received the second highest dollar amount with an average of \$3,404. Craven Community College students' Stafford Loan average was \$3,609. The figure below is based on the total number of scholarships, grants, and loans received. The three awards (Child Care Program, Emergency Loans and Federal Work Study) totaling less than \$100,000 each have been grouped together in the "Other" category.



Abbreviation	Type	Number	Total
Chapter 33	Chapter 33 (Tuition & Fees)	189	\$ 343,743
Child Care	Child Care Program	24	\$ 29,275
Emer Loans	Emergency Loans	11	\$ 4,613
FWS	Federal Work Study	31	\$ 63,469
NCCCG	NC Community College Grant	241	\$ 130,771
NCELG	NC Education Lottery Grant	160	\$ 139,446
Pell	Federal Pell Grant	1,984	\$ 6,494,861
Scholarship	Scholarships (All Types)	948	\$ 749,000
Stafford	Federal Stafford Loans	920	\$ 3,320,851
Veterans	Department of Veterans' Affairs (All except Ch 33)	272	\$ 925,922
Total		4,780	\$ 12,201,951

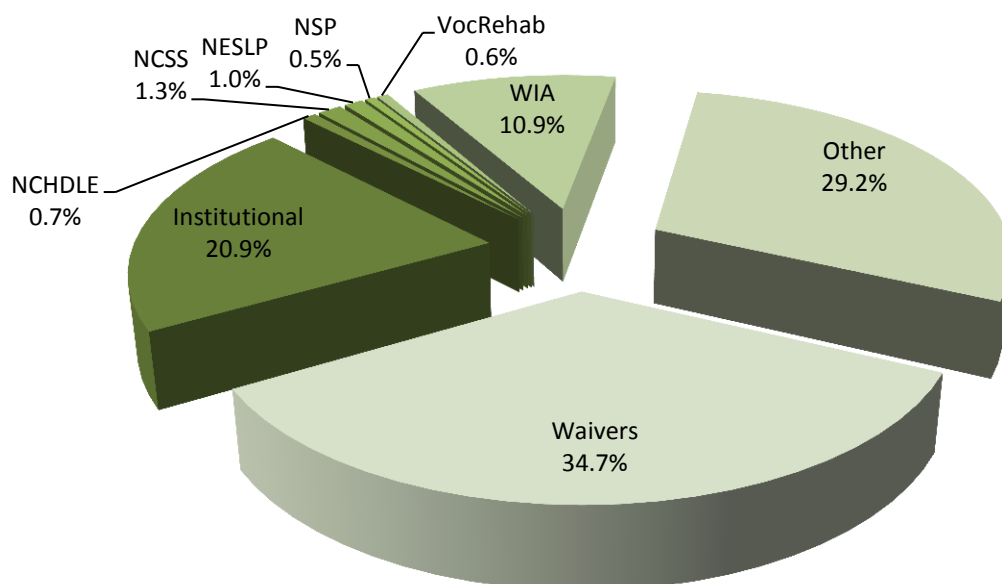
Data Table (Appendix 6).

Source: Director of Financial Aid

Student Profiles

Curriculum Student Scholarship Contributors

In AY 2012-2013, total scholarship contributions decreased 35 percent from the previous year. Although down 12.6 percent from the previous year, tuition waivers continue to account for a significant portion of the contributions. Institutional Grants/Scholarships continue to make a substantial contribution, representing nearly 21 percent of monies received. Other non-federal, non-state grants and scholarships saw an 11.1 percent increase from AY 2011-2012, making them the second largest contributor.



Abbreviation	Type	Amount
Institutional	Instututional Grants/Scholarships	\$ 204,580
NCHDLE	NC High Demand/Low Enrollment Grant	\$ 7,175
NCSS	NC State Scholarship	\$ 12,490
NESLP	Nurse Education Scholarship Loan Program	\$ 10,000
NSP	Nurse Scholarship Program	\$ 5,250
Other	Other Non-Federal, Non-State Grant/Scholarship	\$ 285,346
Waivers	Tuition Waivers	\$ 339,253
VocRehab	Vocational Rehabilitation	\$ 6,020
WIA	Workforce Investments Act/JPTA	\$ 106,738
Total		\$ 976,852

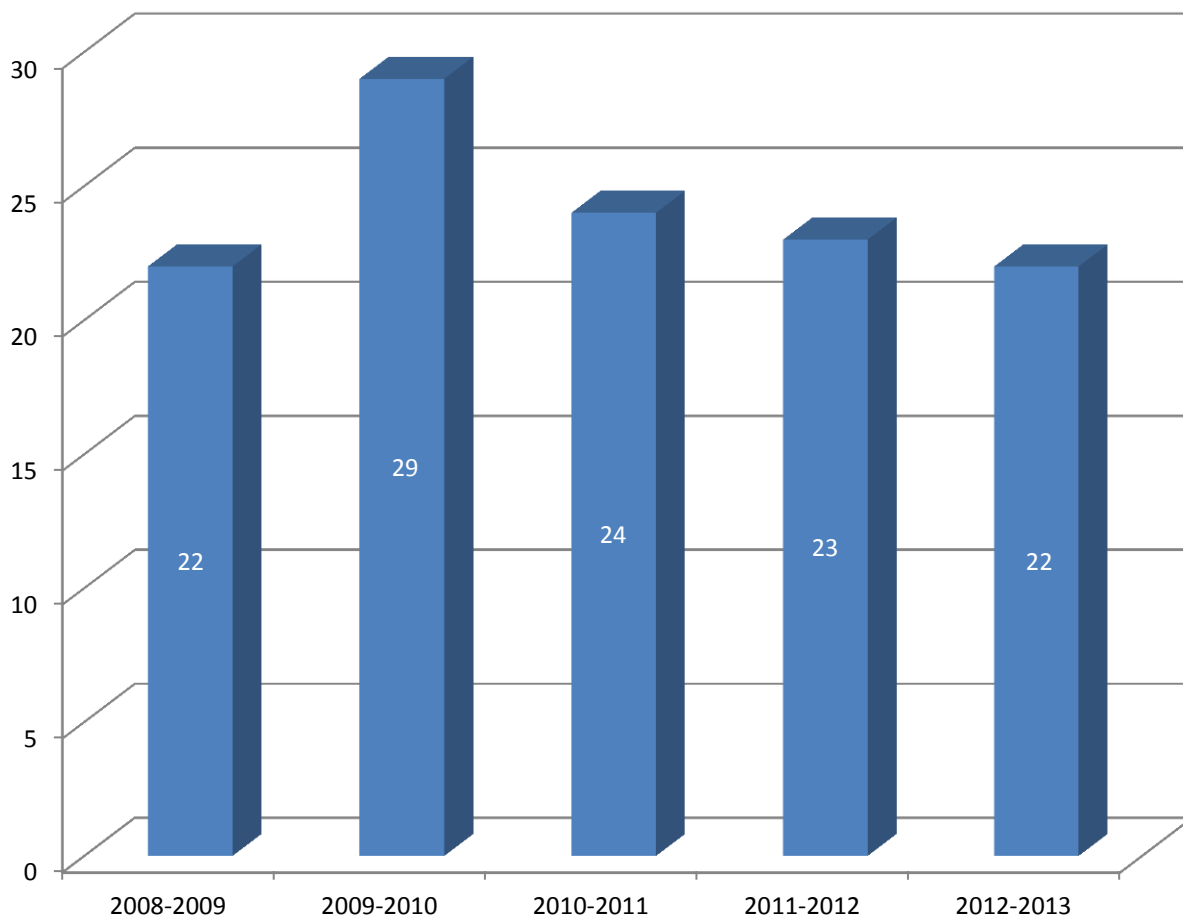
[Data Table \(Appendix 7\).](#)

Source: Director of Financial Aid

Student Profiles

Curriculum Student: Faculty Ratios

In AY 2012-2013, Craven Community College Student: Faculty ratios returned to those seen in AY 2008-2009 with a ratio of 22:1. Ratios were increased in AY 2009-2010 due to significant budget cuts and a subsequent reduction in part-time faculty resulting in full-time faculty being asked to take on greater course loads. Since then, the College has been working to reduce the strain on faculty by hiring more full and part-time faculty.



Student: Faculty Ratio = Student FTE divided by Calculated Faculty FTE
Calculated Faculty FTE = Full-Time Faculty plus $\frac{1}{3}$ Part-Time Faculty.

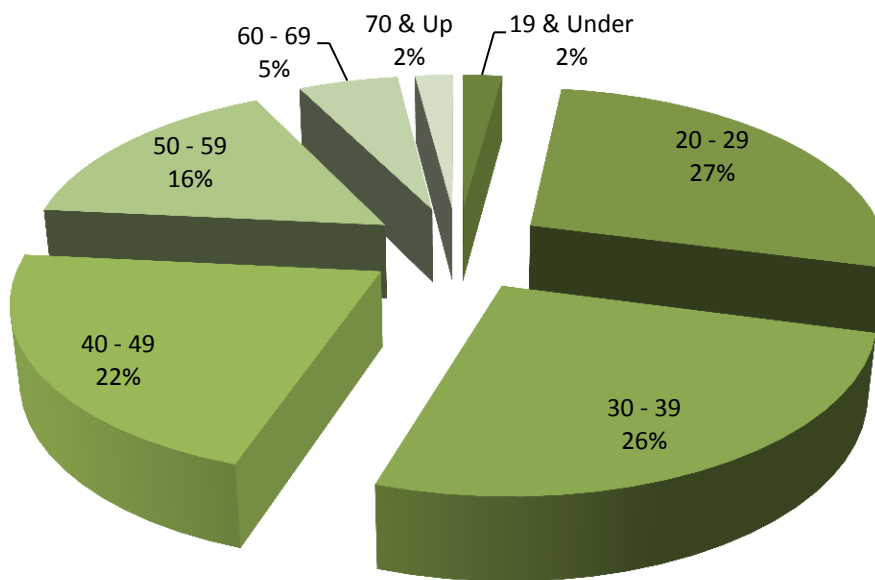
[Data Table \(Appendix 8\).](#)

Source: NCCCS Data Warehouse

Student Profiles

Workforce Development Student Enrollment by Age Groups

Workforce Development offers a wide range of programs to meet the needs of the residents of Craven County. As a result, students are evenly divided among the 20-29, 30-39, and 40-49 age ranges. Typically, the 19 and under category represent students enrolled in the local volunteer firefighter training courses and in 2011 a procedural change was implemented, increasing the requirements for participating in the classes. This may have resulted in the sharp decrease in enrollment in this age group from the previous year. Also in 2011, adult enrichment courses were discontinued and typically enroll students from the 60-69 and 70 and above age groups. This too may have resulted in a 13.7 percent decrease in enrollment in these categories in 2012.



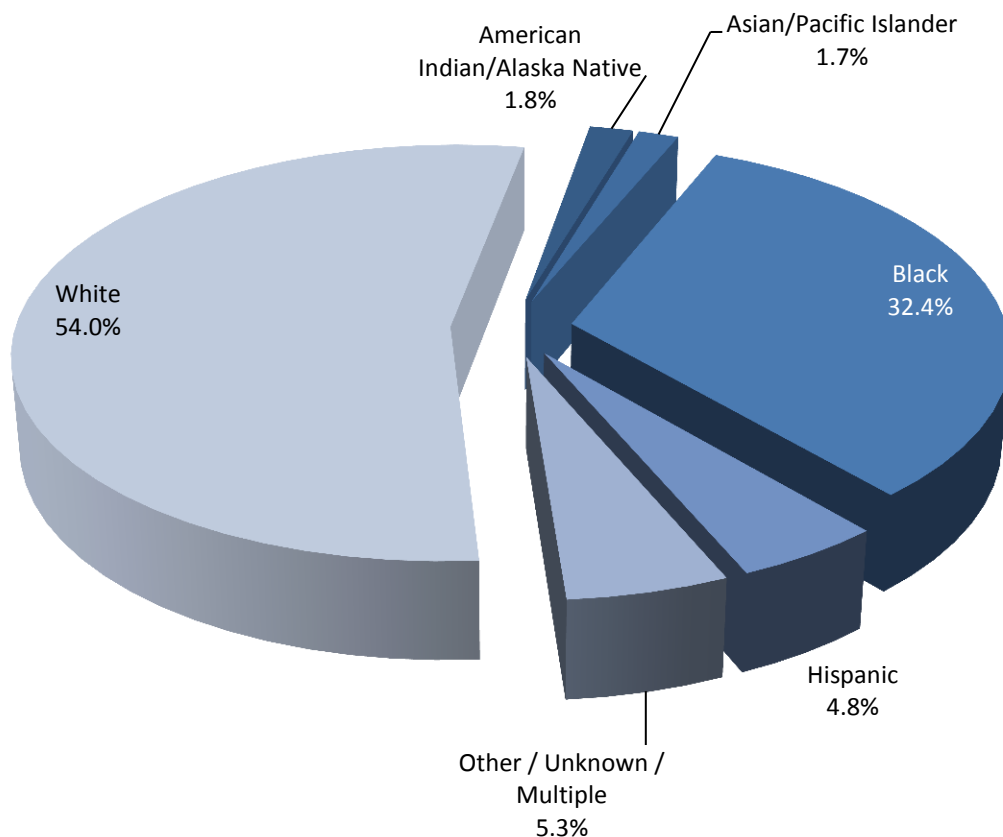
[Data Table \(Appendix 9\).](#)

Source: NCCCS Data Warehouse

Student Profiles

Workforce Development Student Enrollment by Ethnicity

When comparing ethnicity of curriculum to workforce development enrollment, the number of students who indicated their race is white constitutes more than half of the total enrollment in both areas of study at 61.4 percent and 54.0 percent respectively. In comparison, the percentage of black students is considerably higher at 32.4 percent for workforce development than for curriculum which is 20.8 percent. On the other hand, the number of students in the Other/Unknown/Multiple category is significantly lower in workforce development comprising only 5.3 percent of enrollment whereas the percentage is higher at 8.7 percent of curriculum enrollment in the same category.



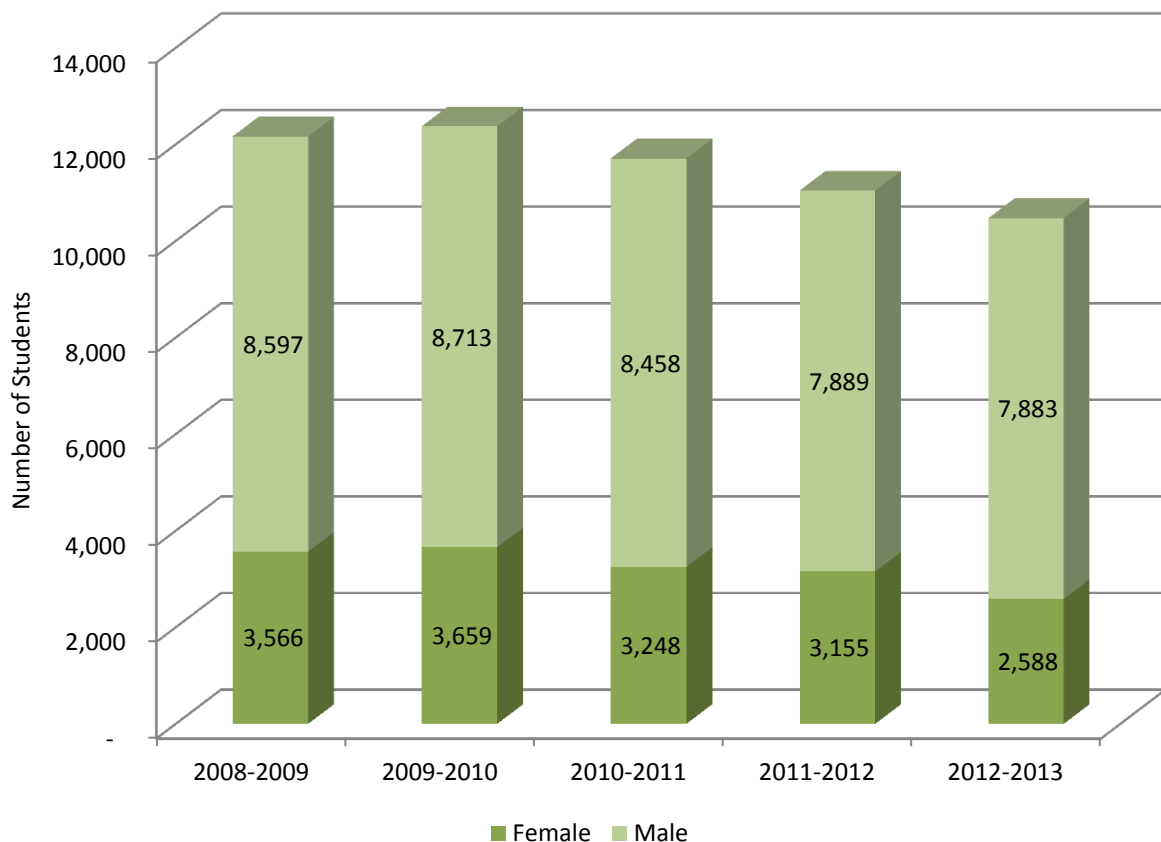
[Data Table \(Appendix 10\).](#)

Source: NCCCS Data Warehouse

Student Profiles

Workforce Development Student Enrollment by Gender

Many of the Workforce Development students are enrolled in classes that are predominantly male such as Aviation. Also, many Workforce Development students are active duty Marines whose force in 2013 was made up of 7.26% female. Lastly, in 2007, Workforce Development began offering courses at the local all-male correctional facility. Collectively, these changes have resulted in the College's Female:Male ratio to remain constant at 28:72 (F:M) over the last five years. Prior to 2007 the ratio was 48:52 (F:M).



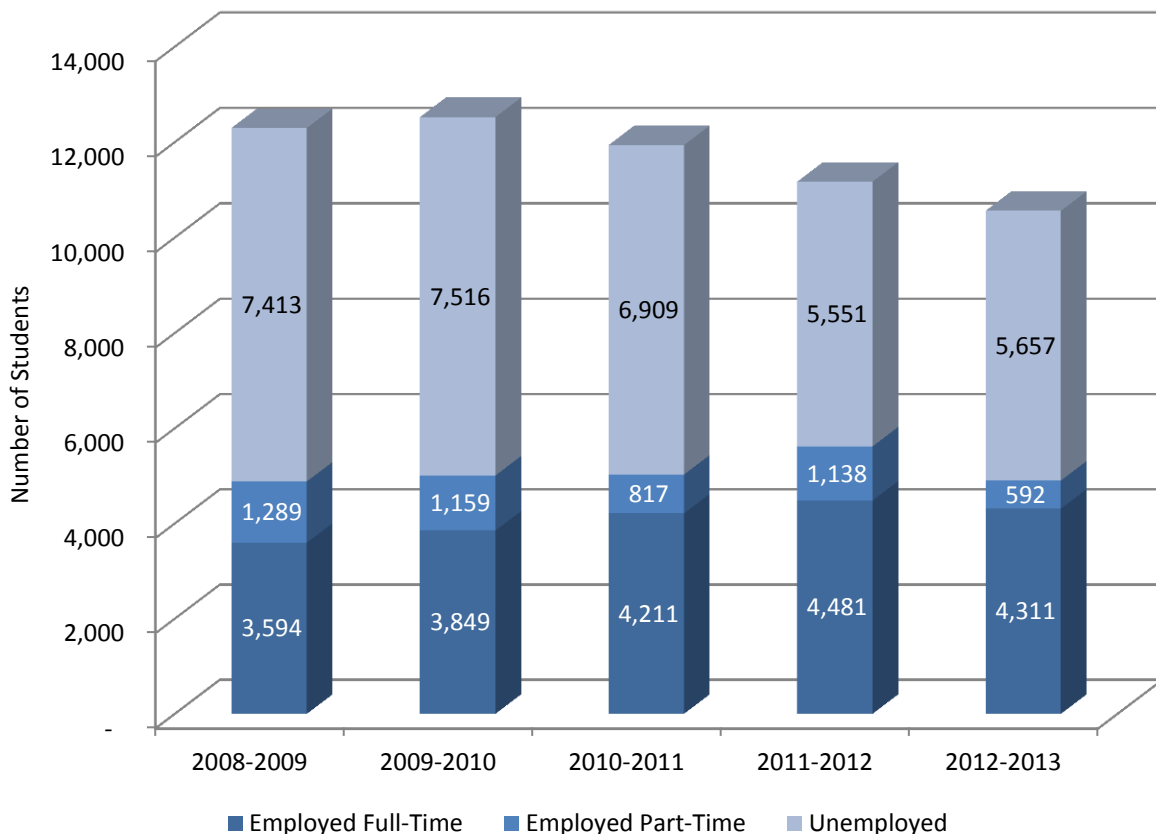
[Data Table \(Appendix 11\).](#)

Source: NCCCS Data Warehouse

Student Profiles

Workforce Development Student Enrollment by Employment Status

Since 2008, full-time employment saw a consistent increase in workforce development student population until 2012 when it saw a slight decrease. Simultaneously, unemployment among workforce development students continued to decline to its lowest in five years at 49.7 percent in 2011, then increasing again to 53.6 percent in 2012. In correlation with the changes in the economy, many unemployed students turned to HRD (Human Resource Development) classes whose focus is to provide unemployed or under employed workers with training to gain entry into the workforce. These courses were typically paid for with grant monies which were eliminated for AY 2010-2011 and could account for the decline in unemployed students.



Note: Headcount is calculated annually which may result in some students falling into two categories due to change in employment.

[Data Table \(Appendix 12\).](#)

Source: NCCCS Data Warehouse

Student Profiles

Passing Rates on Licensing and Certification Exams

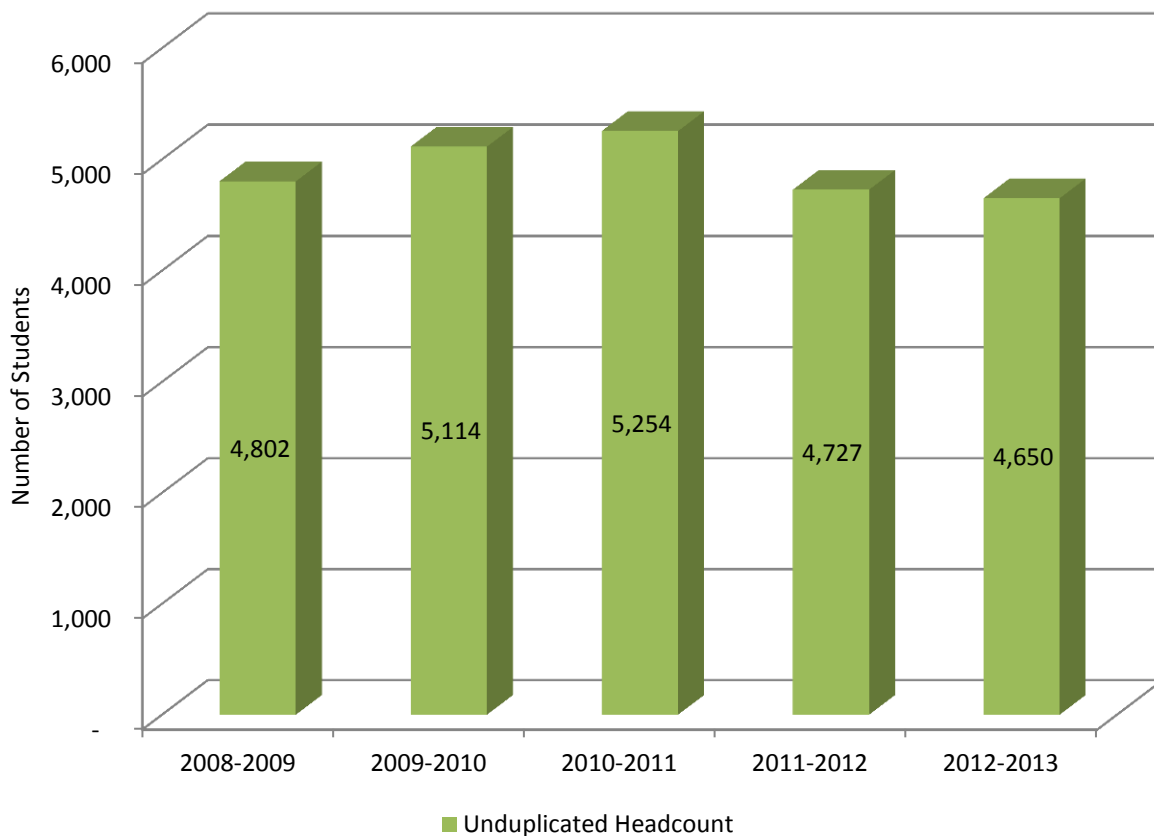
In AY 2011-2012, our first group of students graduated from the Esthetician and Physical Therapy Assistant Programs. These programs both produced strong students with high performance on examinations. The Basic Law Enforcement Training program remains strong. Beginning in 2007-2008, both day and evening classes were offered increasing enrollment in the BLET program. The number of Cosmetic Arts students taking the exam continues to remain low, while their performance is high. The number of students in the Emergency Medical Technician programs has greatly increased and the pass rate has improved significantly. The Nursing program enrollment remains at capacity with students continuing to perform well on the exams. The number of students in the Real Estate program remains low.

	2007 - 2008		2008 - 2009		2009 - 2010		2010-2011		2011-2012	
	#	%	#	%	#	%	#	%	#	%
	Tested	Passed	Tested	Passed	Tested	Passed	Tested	Passed	Tested	Passed
Aviation										
General			16	100%	29	100%	3	*	-	-
Airframe			16	100%	29	100%	1	*	-	-
Power Plant					11	100%	5	*	-	-
Basic Law Enforcement Training										
BLET	26	96%	28	87%	25	88%	21	90%	26	92%
Cosmetic Arts										
Apprentice	16	94%	12	92%	4	*	7	*	5	100%
Cosmetology	*	*	*	*	4	*	12	100%	14	71%
Esthetician	-	-	-	-	-	-	-	-	9	100%
Manicurist	*	*	*	*	4	*	3	*	-	-
Emergency Medical Technician										
EMT	39	89%	63	75%	37	73%	27	89%	44	75%
EMT-I	*	*	*	*	7	*	4	*	22	68%
EMT-P	-	-	*	*	5	*	-	-	6	83%
Nursing										
Practical	13	85%	14	100%	13	100%	14	100%	11	100%
Registered	50	92%	52	81%	55	84%	22	95%	64	98%
Physical Therapy Assistant										
PTA	-	-	-	-	-	-	-	-	11	82%
Real Estate										
Sales	14	71%	11	45%	8	*	6	*	9	67%

*Number too small to report without violating students' privacy.

Source: NCCCS 2012 Critical Success Factors

Unduplicated headcount refers to the total number of students (both full-time and part-time) enrolled in at least one course during a school year. Each student is counted only once during that year, regardless of the number of classes he/she takes or the number of semesters for which he/she registers. Over the past five years, enrollment steadily increased until it saw a 10.0 percent decline in AY 2011-2012 and another, significantly smaller, 1.6 percent decline in AY 2012-2013. Until then, there had been a 9.4 percent increase from AY 2008-2009 to AY 2010-2011.



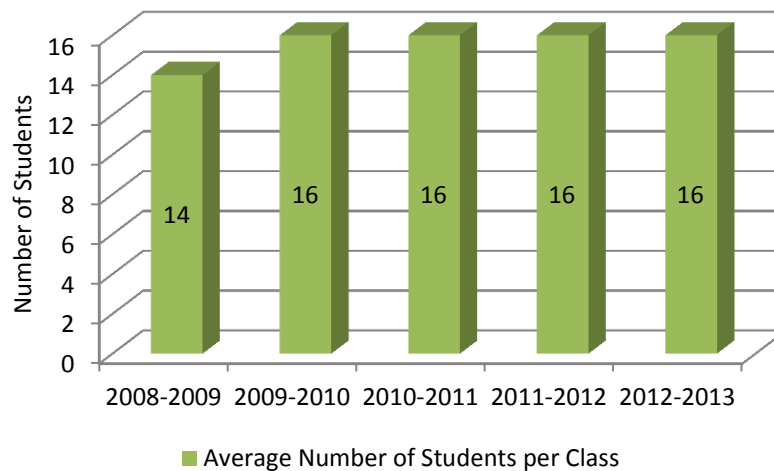
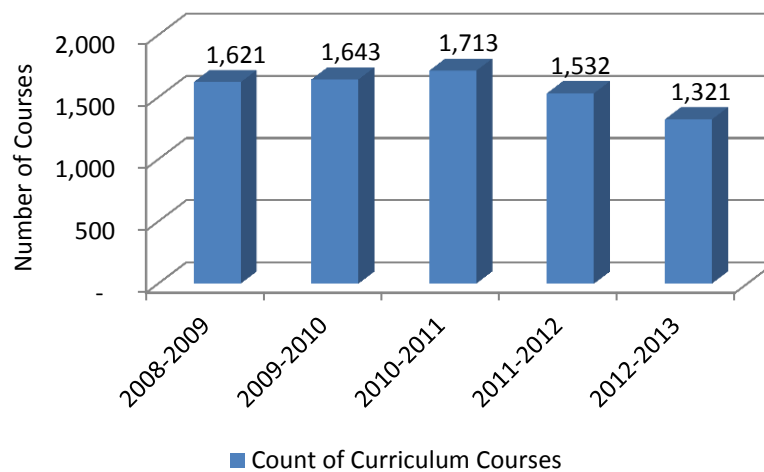
[Data Table \(Appendix 13\).](#)

Source: NCCCS Data Warehouse

Curriculum

Courses and Student Count

Multiple factors including budget cuts, a reduction of part-time faculty and an increase in displaced workers from the community resulted in an increase in the average number of students per class in AY 2009-2010. To meet the needs of increased enrollment, the number of courses offered slowly increased until it decreased by 10.6 percent in AY 2011-2012 and 13.8 percent in AY 2102-2013. Despite the changes in the number of courses offered each year since 2009, the average number of students per class has remained constant at 16, which is on par with the system-wide average, also set at 16.



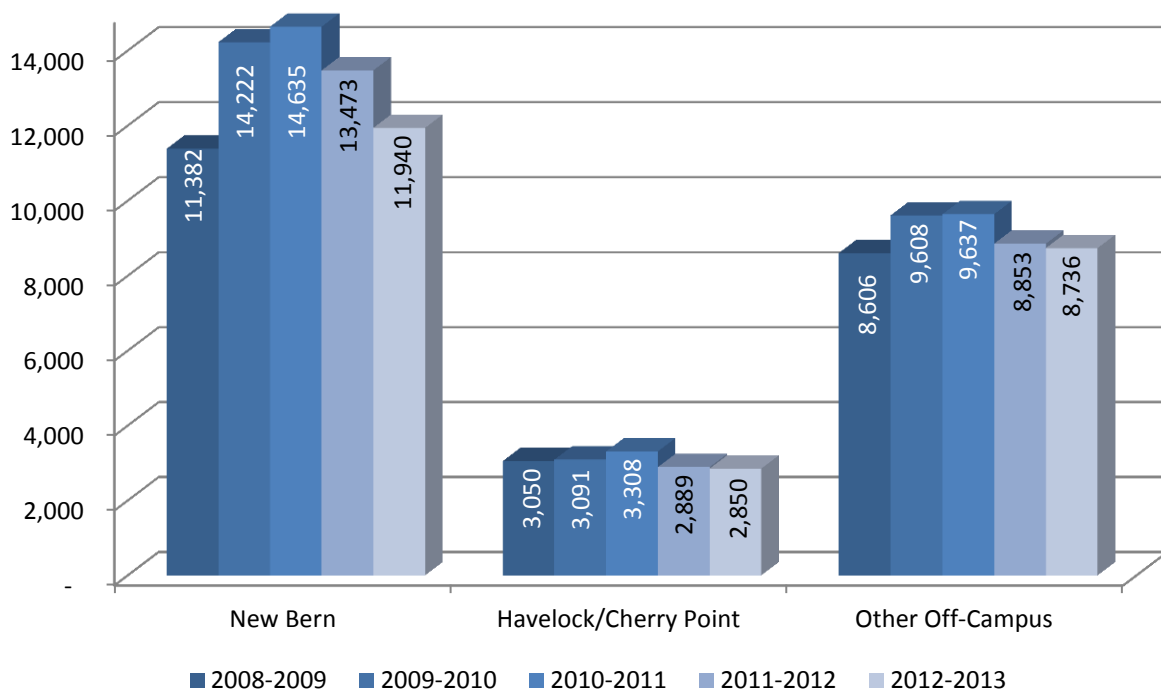
[Data Table \(Appendix 14\).](#)

Source: NCCCS Data Warehouse

Curriculum

Enrollment by Class Location

The number of students taking online courses (in the Other/Off campus category) had continuously increased until the AY 2011-2012 year when it saw an 8.1 percent decrease. Another, much smaller, decrease of 1.3 percent was seen in the AY 2012-2013 year. The number of students taking courses on the New Bern campus has continuously fluctuated and saw an 11.4 percent decrease between AY 2011-2012 and AY 2012-2013. During the same timeframe, the number of students taking courses on the Havelock-Cherry Point campus remained fairly stable until seeing a 12.7 percent decrease in AY 2011-2012 and another 1.3 percent decrease in AY 2012-2013. Despite recent decreases in enrollment, taking classes on the New Bern campus continues to be the preferred choice for students.



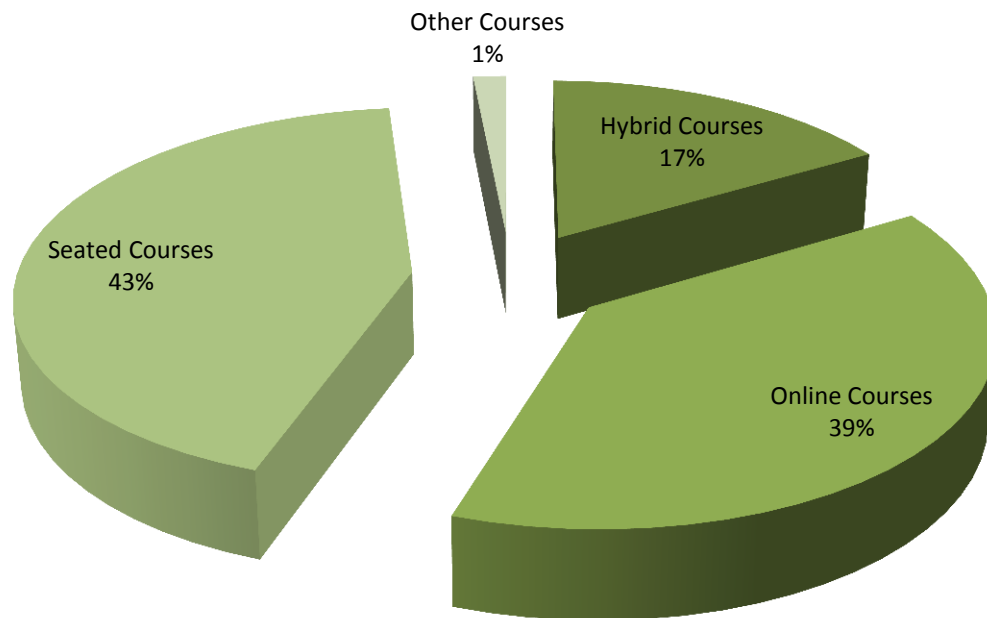
[Data Table \(Appendix 15\).](#)

Source: NCCCS Data Warehouse

Curriculum

Enrollment by Delivery Method

The overall number of courses offered by the College decreased by 4.4 percent from AY 2011-2012 to AY 2012-2013. Seated courses comprise 43 percent of the offerings with online courses totaling 39 percent. However, all distance learning courses, online and hybrid, combined outweigh seated courses constituting more than half of all course offerings at 56 percent. Digital media courses, which were discontinued in AY 2011-2012, along with independent study and cooperative education course comprise the 'Other Courses' category.



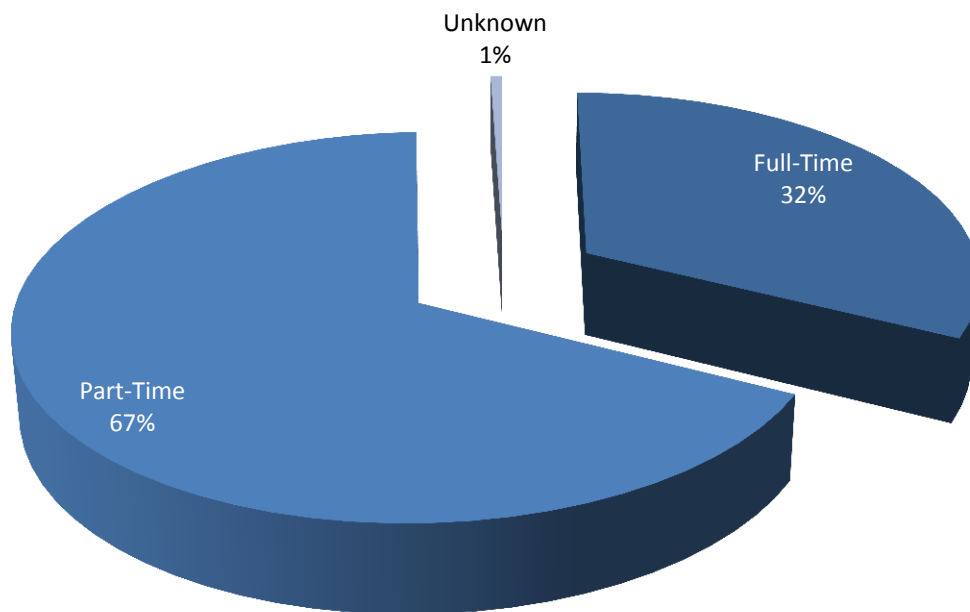
[Data Table \(Appendix 16\).](#)

Source: NCCCS Data Warehouse

Curriculum

Enrollment by Full-Time/Part-Time Status

For five years prior to AY 2010-2011, the number of full-time students increased until the College saw its first decline in enrollment. During the same timeframe, the number of part-time students continued to remain around 4,600 until AY 2010-2011 when it increased 9.7 percent from AY 2009-2010 for a total of 5,143 students. To date, the number of part-time students has remained the preferred method of enrollment. The Unknown category, although statistically undetectable, is made up of 35 students and may be due to classification errors within the data reporting system.



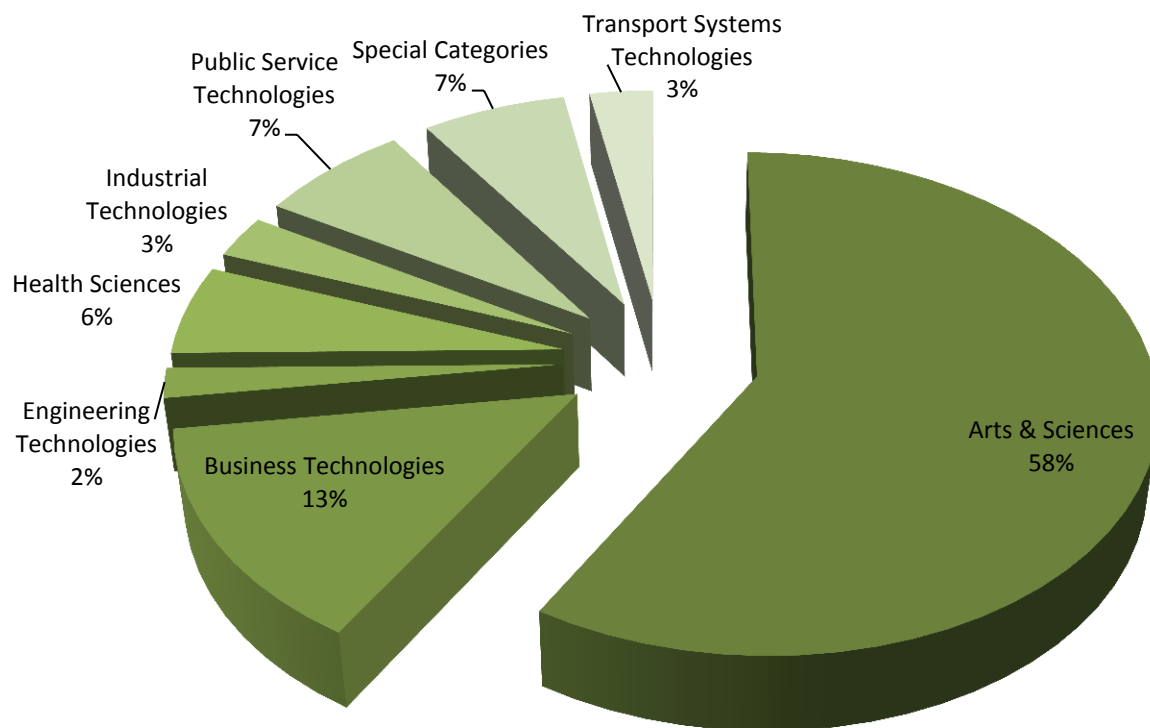
[Data Table \(Appendix 17\).](#)

Source: NCCCS Data Warehouse

Curriculum

Enrollment by Program Area

At Craven Community College, the Arts & Science degree programs continue to capture the largest portion of student enrollment with Engineering Technologies enrolling the smallest portion. Percentages for Business Technologies, Engineering Technologies, Health Sciences, Industrial Technologies and Transport Systems Technologies remained the same from AY 2011-2012, while Public Services Technologies increased 1 percent and the Special category decreased 4 percent. Arts and Sciences saw an increase, rising from 55 percent in AY 2011-2012 to 58 percent in AY 2012-2013. Enrollment by program area is based on duplicated headcount due to the fact that some students are enrolled in more than one program area.



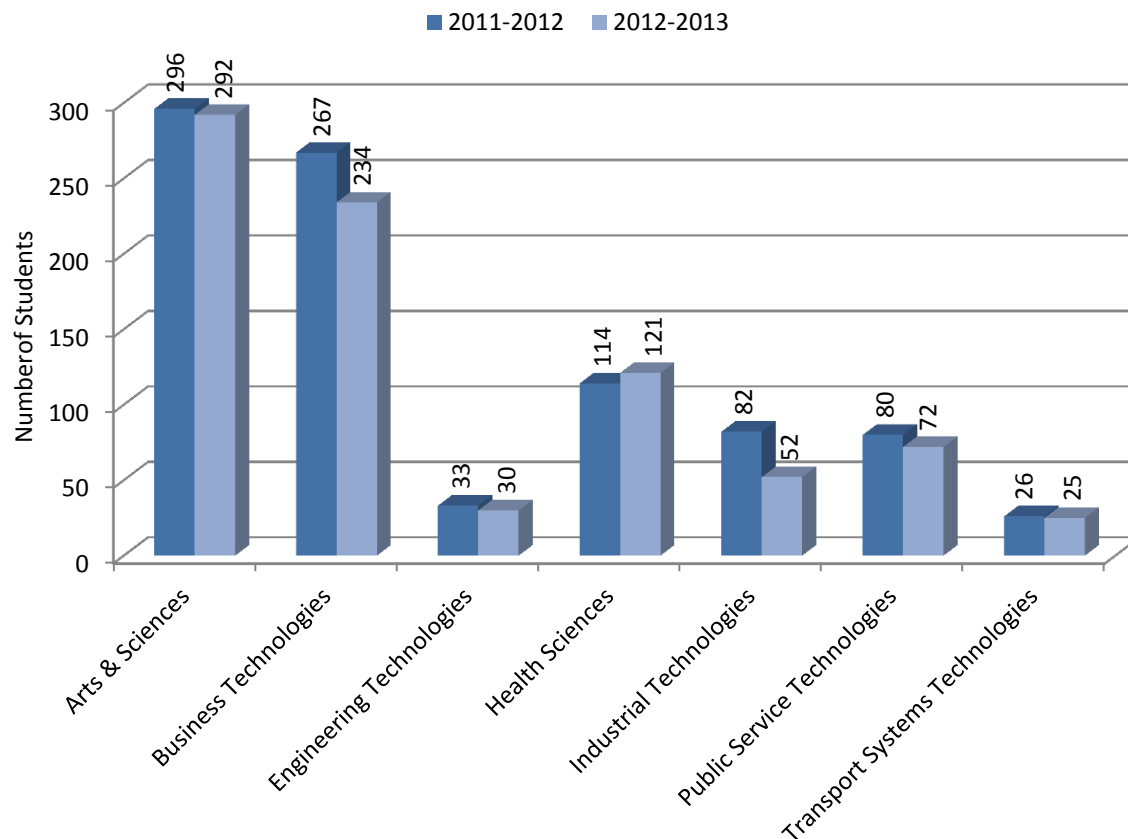
[Data Table \(Appendix 18\).](#)

Source: NCCCS Data Warehouse

Curriculum

Completions by Program Area

Completion rates are relatively consistent with enrollment rates with two exceptions – Engineering Technologies and Health Sciences where each program area graduates students at a higher rate than other programs on campus. An initiative with a focus on ensuring that diplomas and certificates were awarded once the credits were met was implemented in AY 2011-2012 and led to an increase in completions for many program areas during that year. Those efforts continue and demonstrate a significant increase in completions in AY 2012-2013 over years prior to the implementation of the completion initiative. Completions by program area include associate degrees, diplomas and certificates and are based on duplicated headcount due to the fact that some students may complete a program in more than one program area.



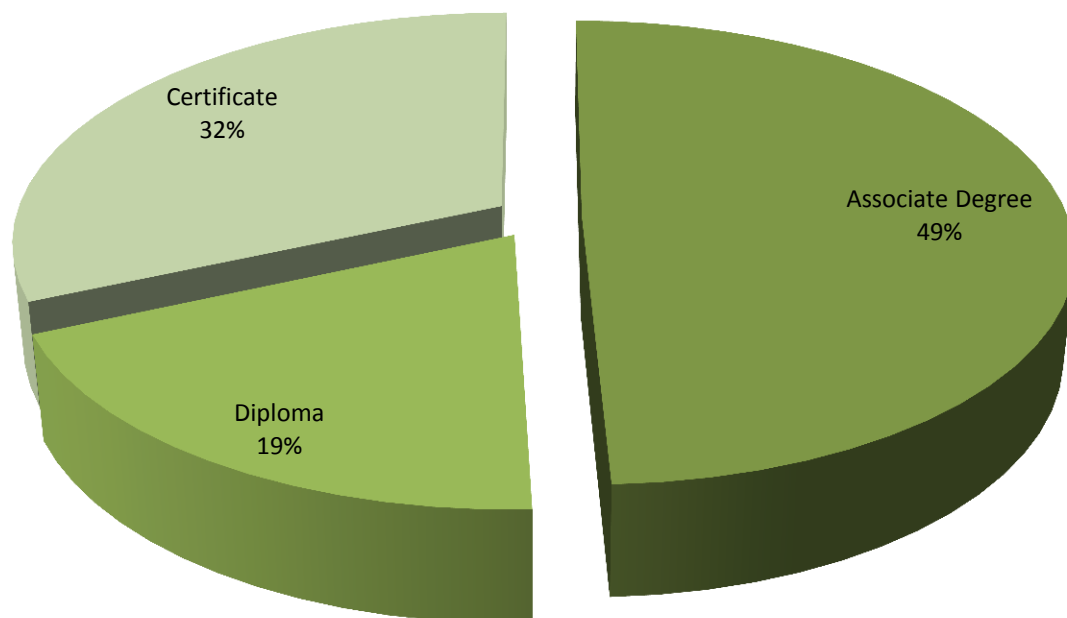
[Data Table \(Appendix 19\).](#)

Source: NCCCS Data Warehouse

Curriculum

Completions by Degree Type

In AY 2012-2013, Associate Degrees represented the highest number of completions with 49%, although diploma and certificate completions have showed the greatest increase over the years. Since AY 2009-2010, diploma completions have increased by 292.5 percent, while certificate completions have increased by 230.4 percent, indicating that students can fairly easily earn diplomas and/or certificates while working towards an Associate Degree. During the AY 2010-2011 year, faculty and administration implemented procedures to ensure that diplomas and certificates were awarded once the credits were met. This has led to consistent increases in the number of diplomas and certificates awarded since that year. Completions by degree type are based on duplicated headcount due to the fact that some students may complete a program in more than one degree type.



[Data Table \(Appendix 20\).](#)

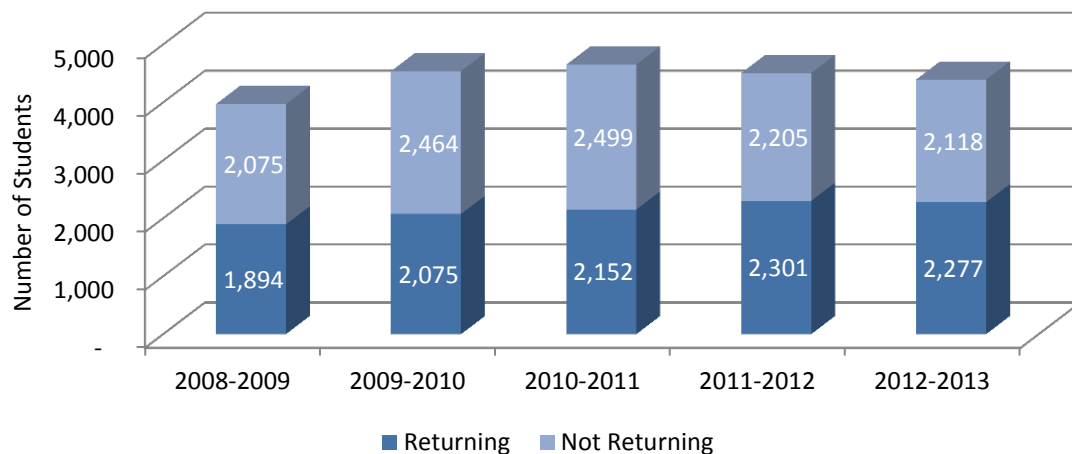
Source: NCCCS Data Warehouse

Curriculum

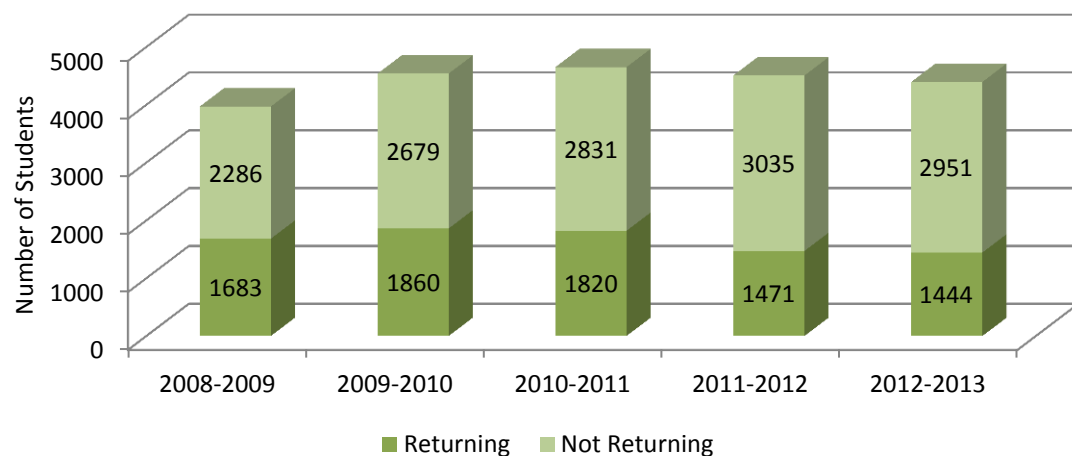
Degree-Seeking Retention Rates

The number of first-year students who returned for the following spring semester increased in AY 2011-2012 and AY 2012-2013 resulting in a total increase of 13.3 percent since AY 2009-2010. The number of first-year students returning during the fall of their second year was 32.9 percent in AY 2012-2013, a slight increase from AY 2011-2012 which had recorded the lowest rate in the five-year cycle.

Degree-Seeking Students Returning in Spring Their First Year



Degree-Seeking Students Returning in Fall Their Second Year



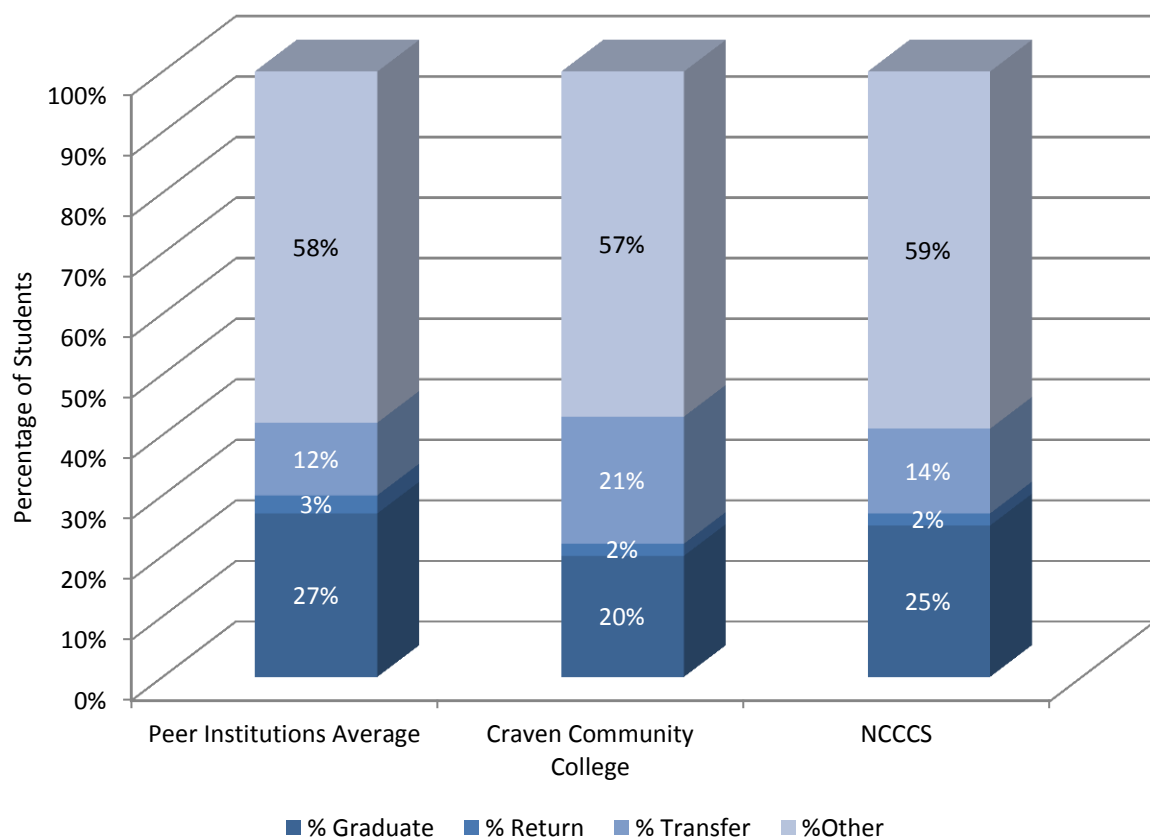
[Data Table \(Appendix 21\).](#)

Source: NCCCS Data Warehouse

Curriculum

Retention, Graduation & Transfer Information

In 2012-2013 the North Carolina Community College System performance measures were re-evaluated and set a system-wide goal that 45.6 percent of first-time, credential-seeking students will graduate, transfer, or remain enrolled with a minimum of 36 credit hours after six years. Based on a Fall 2006 cohort, Craven Community College reported 43 percent of students graduated, returned, or transferred based on the state's methodology. This exceeded the North Carolina Community College System average of 41.1 percent but was slightly below the system goal.



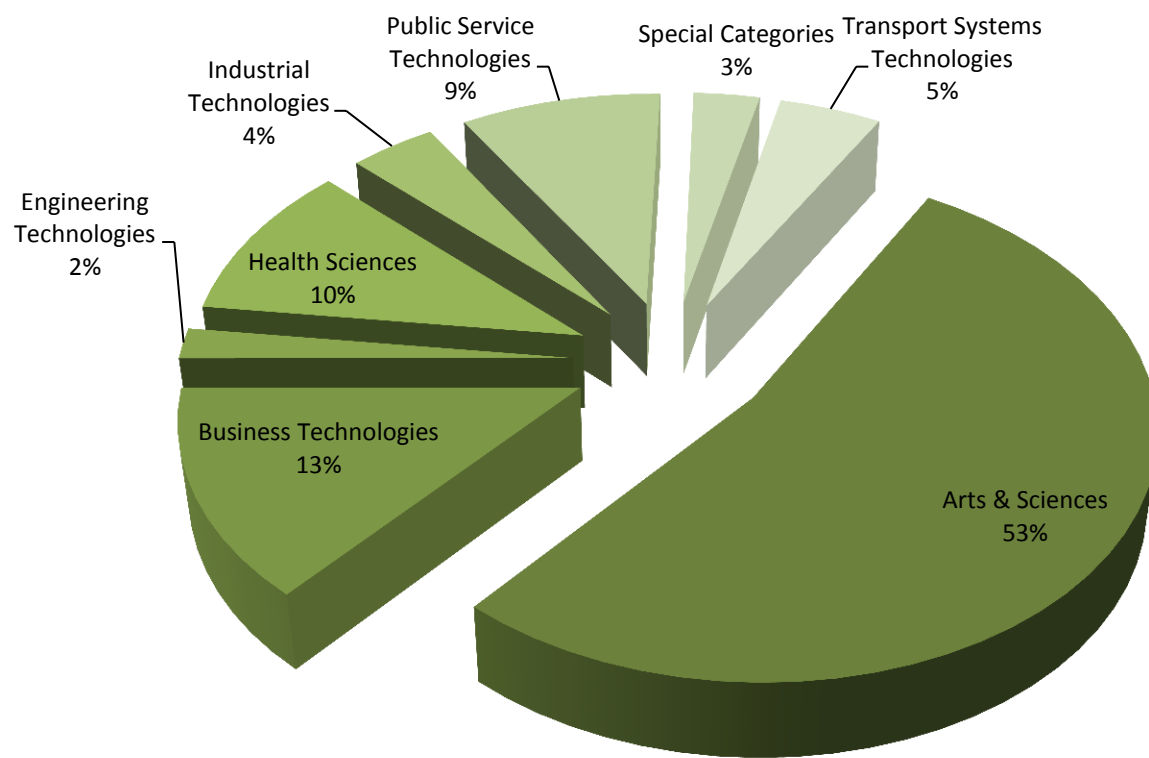
[Data Table \(Appendix 22\).](#)

Source: NCCCS 2012 Critical Success Factors

Curriculum

Full-Time Equivalency (FTE) by Program Area

As a result of the percentage of students enrolled in Arts & Sciences programs, this area produced the largest amount of FTE for AY 2012-2013 at 1438.48 with Engineering Technologies produced the smallest amount of FTE at 53.70. Arts & Sciences and Public Service Technologies both saw a one percent increase in their overall percentages from AY 2011-2012, while Special Categories and Health Sciences saw two and one percent decreases respectively. One full-time equivalent (FTE) student represents 16 student membership hours per week for 16 weeks or 256 student membership hours for each semester enrolled.



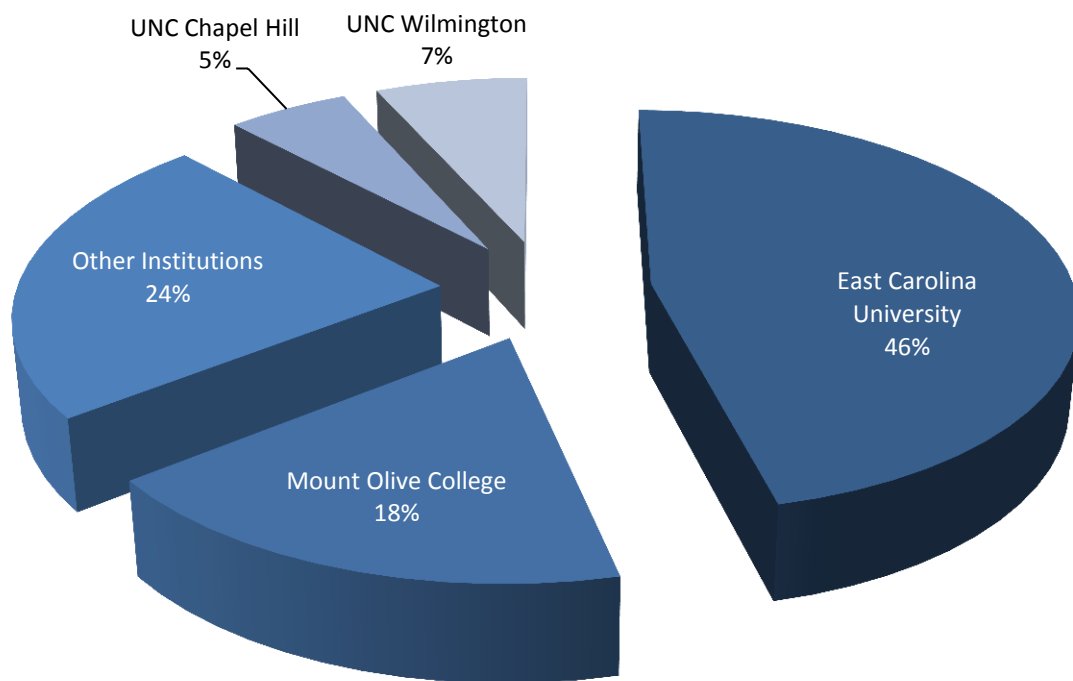
[Data Table \(Appendix 23\).](#)

Source: NCCCS Data Warehouse

Curriculum

Undergraduate Transfers to NC 4-year Institutions

In the Fall 2012 semester, there were 149 former Craven Community College students that attended 4-year institutions within North Carolina with nearly half, or 69 students, attending East Carolina University. Mount Olive College enrolled 27 students, The University of North Carolina at Chapel Hill enrolled 8 former Craven Community College students and the University of North Carolina at Wilmington enrolled 10. The 'other institutions' category is composed of 16 colleges and universities that enrolled between 1 and 4 students during the Fall 2012 semester.



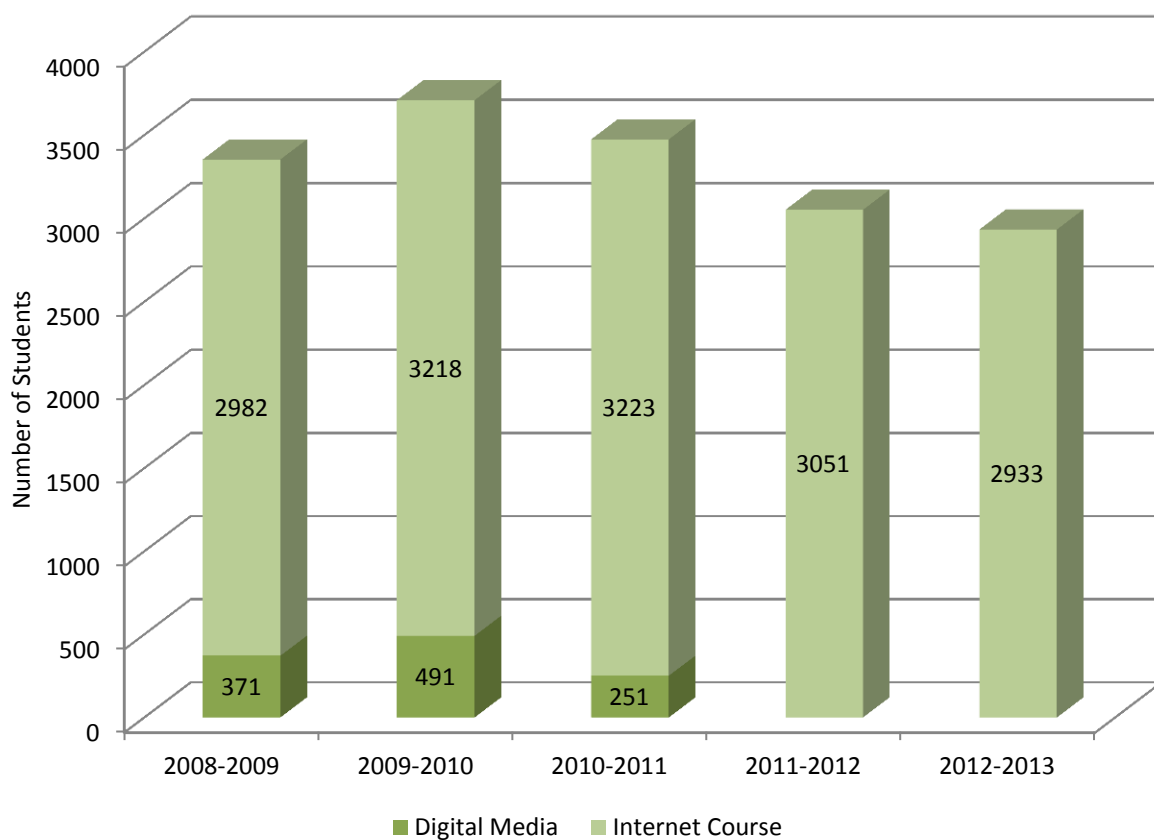
[Data Table \(Appendix 24\).](#)

Source: UNC Statistical Abstract of Higher Education 2011-2012

Distance Education

Enrollment

Distance Education refers to those courses offered outside of the classroom via some form of technology. Currently, all distance learning courses offered at Craven Community College are either completely online or hybrid via the internet. The number of students enrolled in distance learning increased annually until its peak in 2011. AY 2011-2012 saw the first decrease in enrollment in more than five years with AY 2012-2013 posting a second decrease of 3.9 percent. It should be noted that in 2011, digital media courses were discontinued and could account for the decrease in Distance Education enrollment.



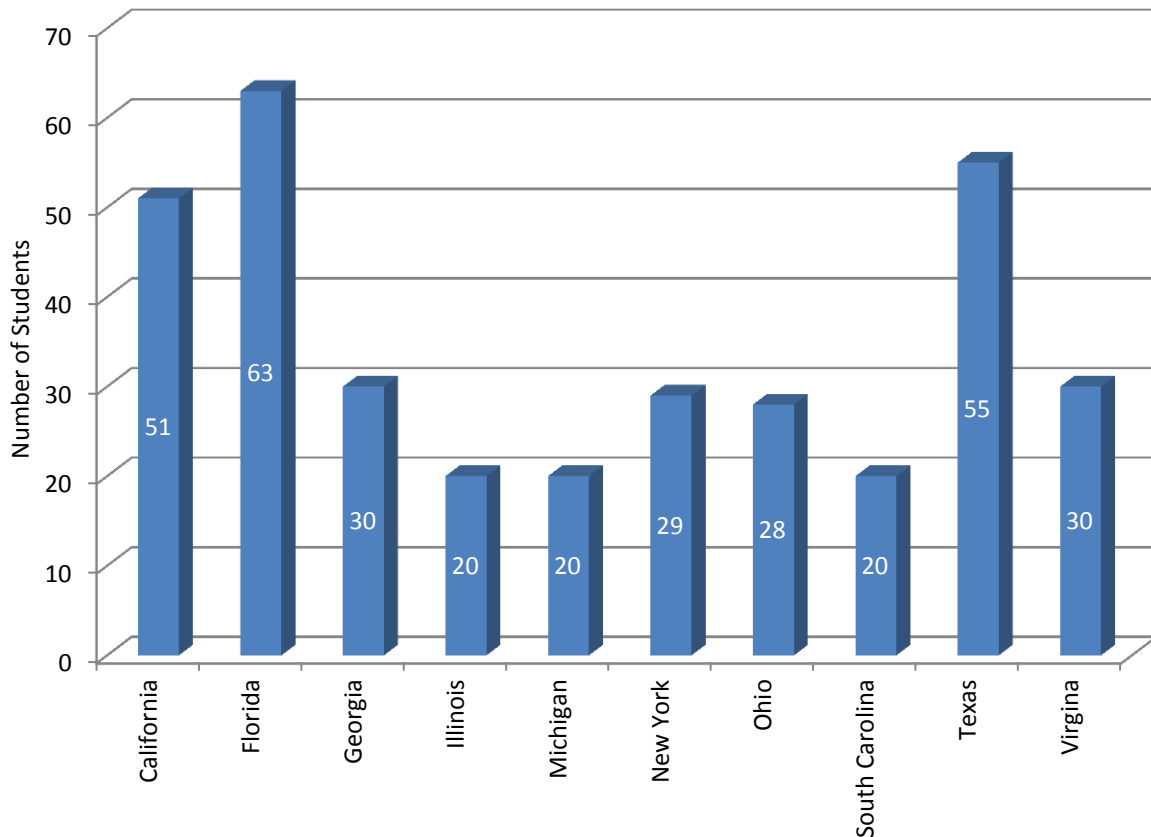
[Data Table \(Appendix 25\).](#)

Source: NCCCS Data Warehouse

Distance Education

Enrollment by State

In AY 2012-2013 the majority of Craven Community College distance learning students, or 80.9 percent, resided in North Carolina. The remaining 19.1 percent were dispersed among 47 states. Of those 47 states, 37 represent an enrollment of fewer than 20 students each, for a total of 214 or 7.3 percent. The remaining students hailed from the ten states shown below.



North Carolina and states producing less than 20 students are not included in the figure above.

[Data Table \(Appendix 26\).](#)

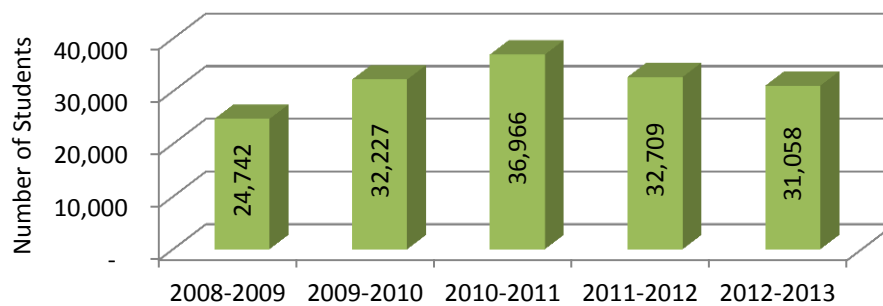
Source: NCCCS Data Warehouse

Learning Support

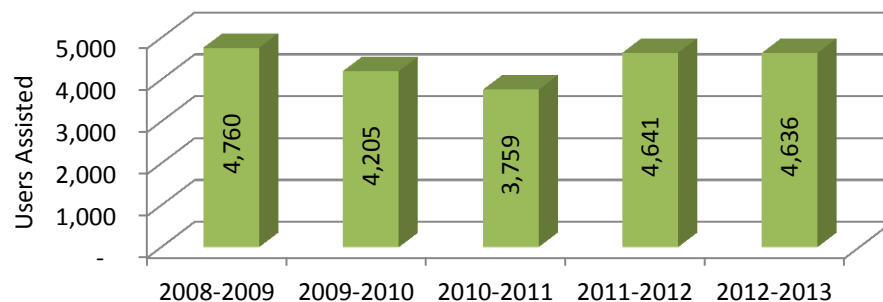
R. C. Godwin Memorial Library Data

Library attendance decreased 5 percent from AY 2011-2012 to AY 2012-2013. Library staff indicates that the decrease can be attributed to reduced hours of operation and a decline in student enrollment. Circulation of library materials (books and audio visuals), though less than the years of higher enrollment, has leveled off over the past two academic years. Assistance to users (reference assistance in locating materials or information, technical assistance with computers and/or printers, or simple directional questions) has increased over the same two academic years. This increase in assistance can be attributed to greater marketing of the library during orientations, through class visits, and campus events.

Library Attendance



Assistance to Library Users



[Data Table \(Appendix 27\).](#)

Source: Director of Library Services

Learning Support

Academic Skills Center Data

The Academic Skills Center provides academic assistance to curriculum students at Craven Community College through a variety of tutoring formats. Tutorial assistance is available via computer-based instruction in several disciplines: one-on-one tutoring, or group tutoring in the math and writing labs. Students represented below are part of a duplicated head count. Tutoring and support are provided for all Craven Community College curriculum students regardless of instructional delivery method.

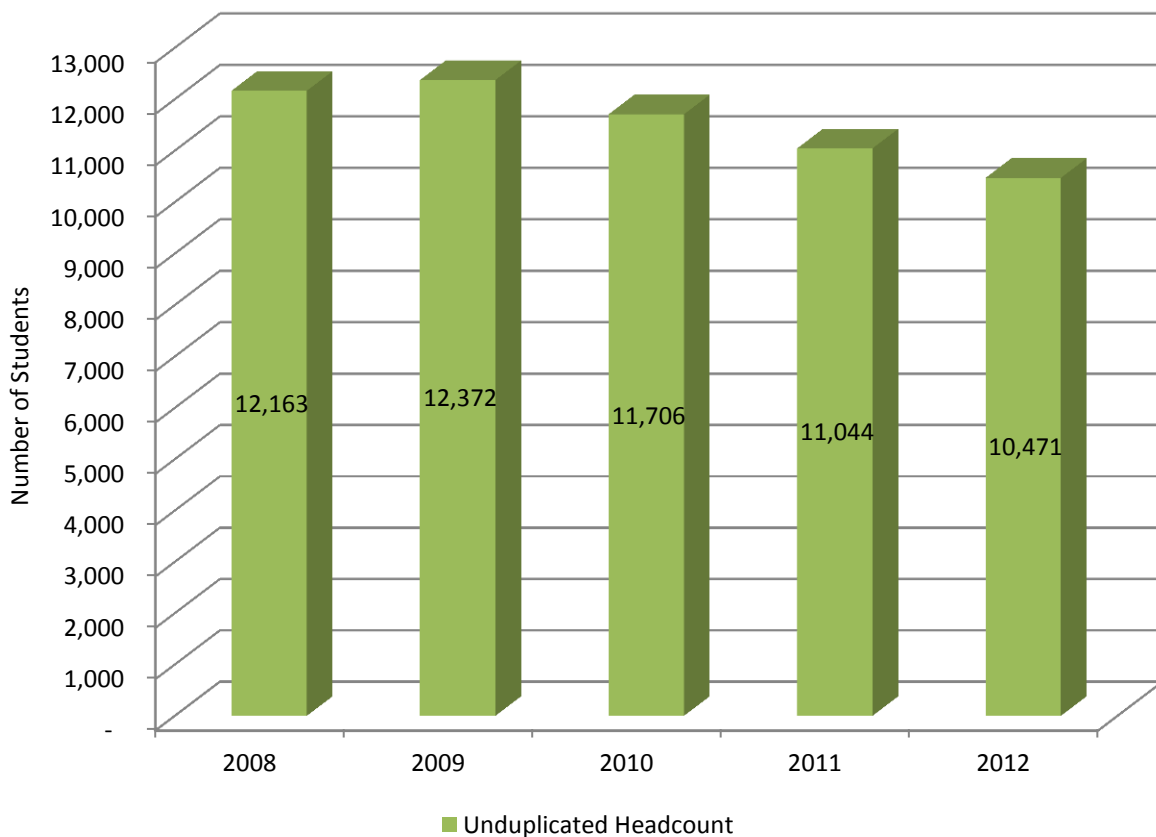
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	No.	Hrs.	No.	Hrs.	No.	Hrs.	No.	Hrs.	No.	Hrs.
Computer Lab										
Internet/Typing	1,638	15,815	1,210	13,642	1,048	11,300	828	9494	696	6220
Tutorial Lab Assist.	676	4,334	527	5,664	441	6,494	336	5150	265	3212
Totals	2,314	20,149	1,737	19,306	1,489	17,794	1,164	14,644	961	9,432
Tutoring										
Math Lab	352	2,908	424	4,984	586	6,861	450	5766	63	334
Nursing Lab	230	2,617	206	2,713	203	931	113	562	439	4894
Tutoring/SI	90	583	16	27	40	89	10	22	13	12
Writing Lab	189	638	255	1,165	296	1,180	191	568	40	80
Smarthinking	38	48	-	-	-	-	-	-	-	-
Totals	899	6,794	901	8,889	1,125	9,061	764	6,918	555	5,320
Testing										
Proctored External	119	-	106	-	125	-	85	-	125	-
Proctored Internal	1,536	-	2,028	-	2,214	-	2043	-	1898	-
Compass Testing	-	-	-	-	2,031	-	1724	-	1870	-
GELO Testing	-	-	-	-	64	-	446	-	403	-
Totals	1,655	-	2,134	-	4,434	-	4,298	-	4,296	-
Help Desk Enquiries	-	-	-	-	1,412	-	1,740	-	1,639	-

Source: Coordinator of the Academic Skills Center

Workforce Development

Enrollment – Unduplicated Headcount

Unduplicated headcount refers to the total number of students enrolled in at least one course during a year. Each student is counted only once during the year, regardless of the number of classes he/she takes or the number of semesters for which he/she is registered. Workforce development data is collected annually and coincides with the calendar year (January-December).



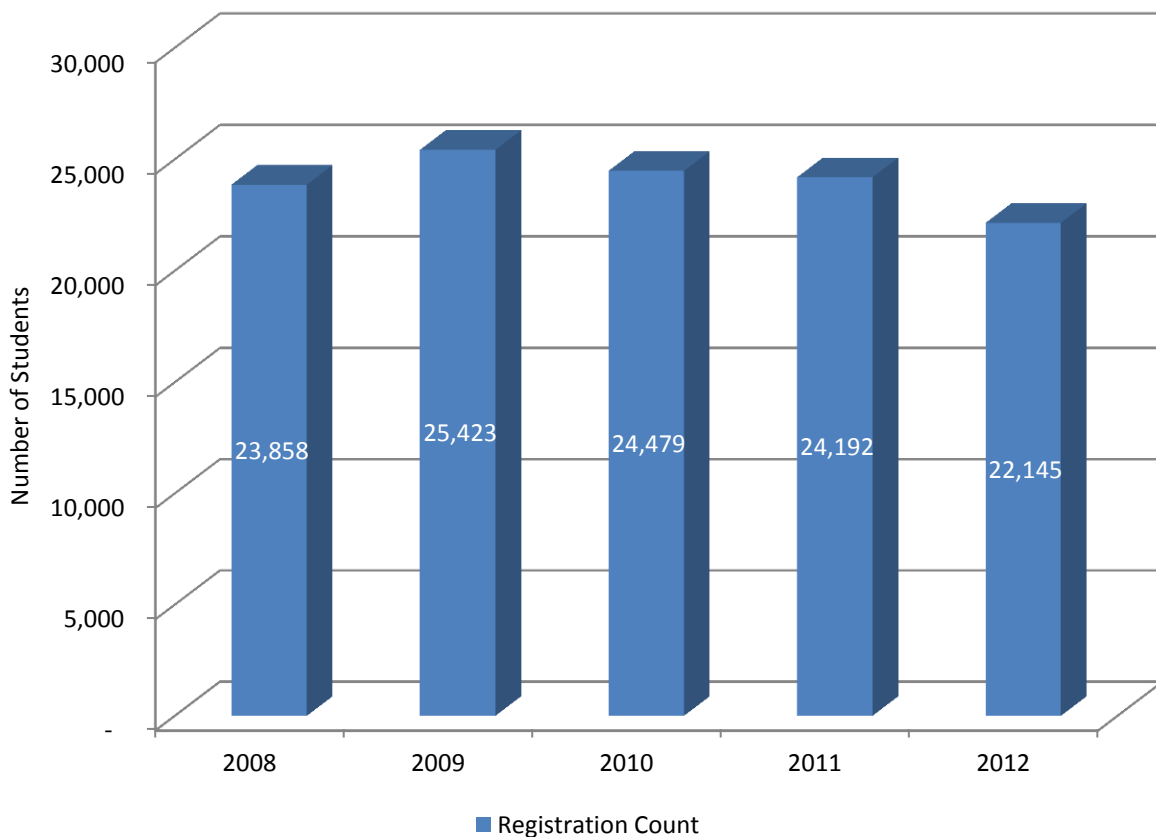
[Data Table \(Appendix 28\).](#)

Source: NCCCS Data Warehouse

Workforce Development

Enrollment – Duplicated Registration Count

Registration count refers to the total number of seats filled in all courses during a year. Students may be counted more than once if enrolled in more than one course. Workforce Development duplicated headcount has remained relatively consistent until 2012 where the College saw an 8.5 percent decrease.



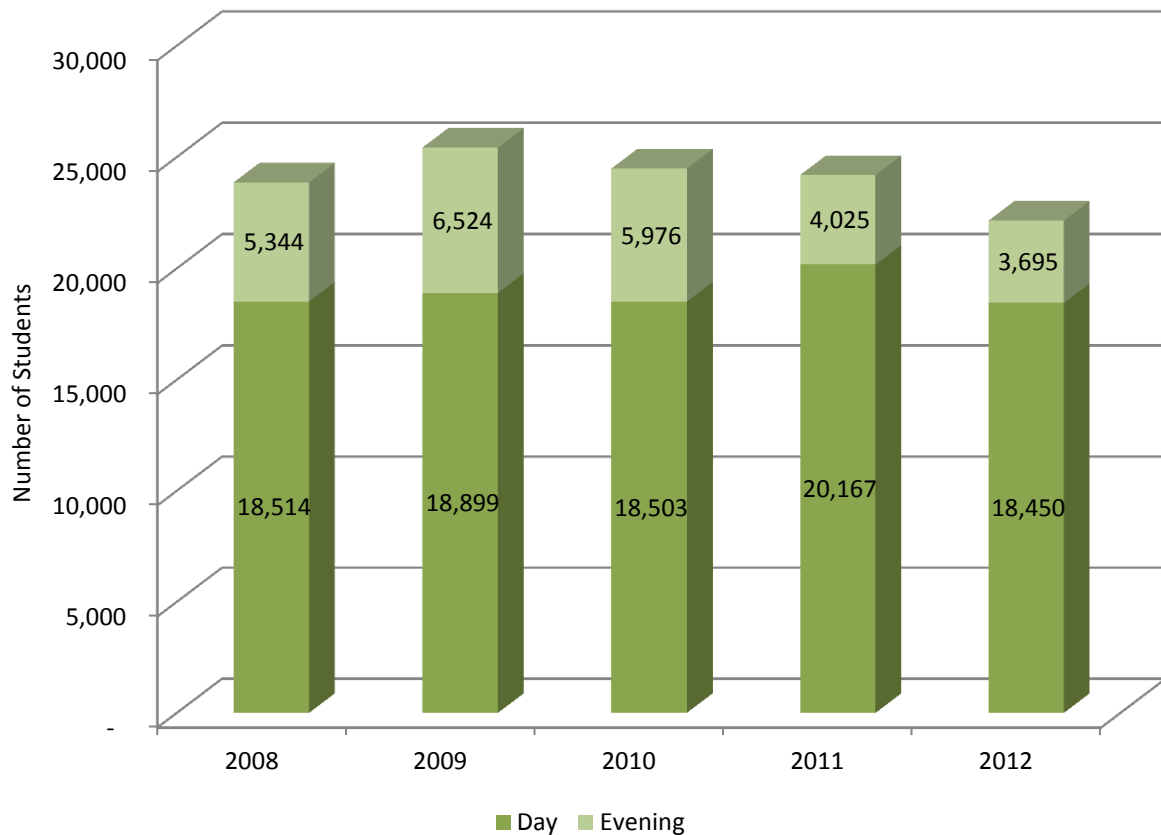
[Data Table \(Appendix 29\).](#)

Source: NCCCS Data Warehouse

Workforce Development

Registration Count by Day/Evening Status

Over the past five years, daytime courses have remained the most popular among Workforce Development students. In 2009, evening enrollment increased by 22.1 percent over 2008, however, it decreased by 38.2 percent between 2010 and 2012 while daytime enrollment decreased by 0.3 percent during the same time period.



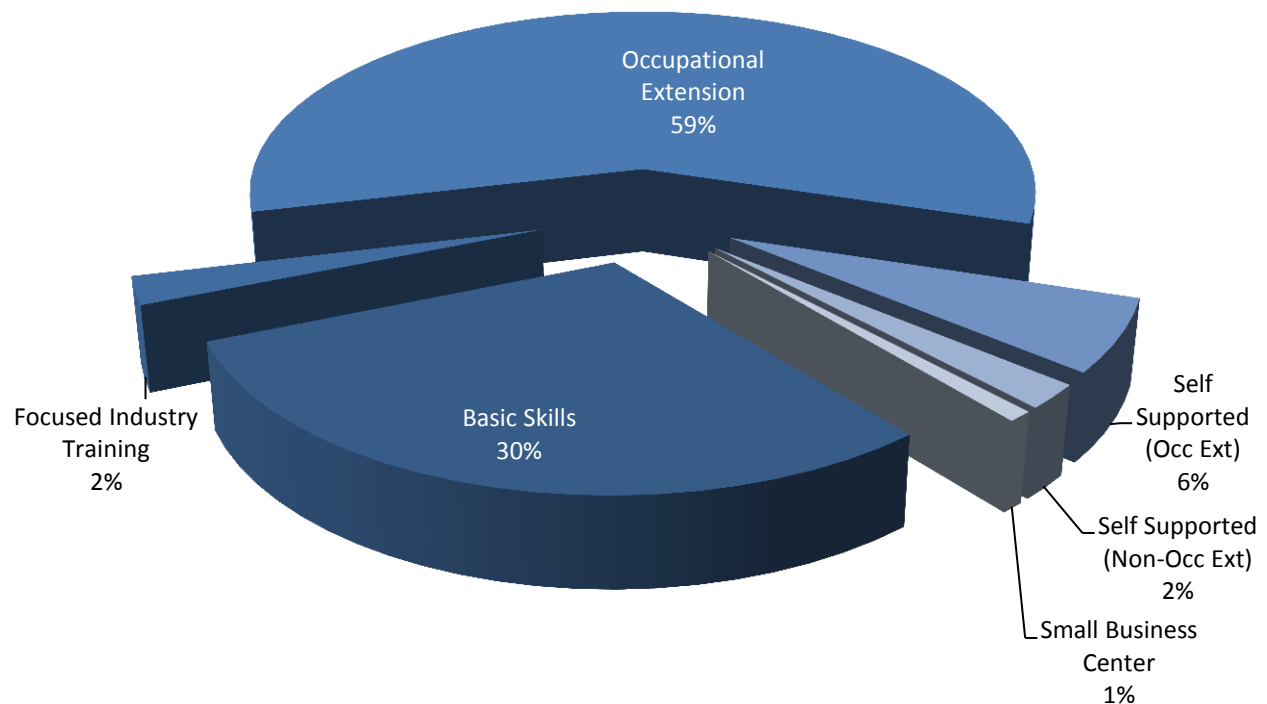
[Data Table \(Appendix 30\).](#)

Source: NCCCS Data Warehouse

Workforce Development

Full-Time Equivalency (FTE) by Funding Area

Workforce Development FTE is defined as the total student membership hours for three reporting periods divided by 688. Occupational Extension funding generates the greatest amount of FTE, and includes Human Resources Development FTE. Basic Skills, although associated with curriculum at Craven Community College, is reported with Workforce Development as part of the state calculations.



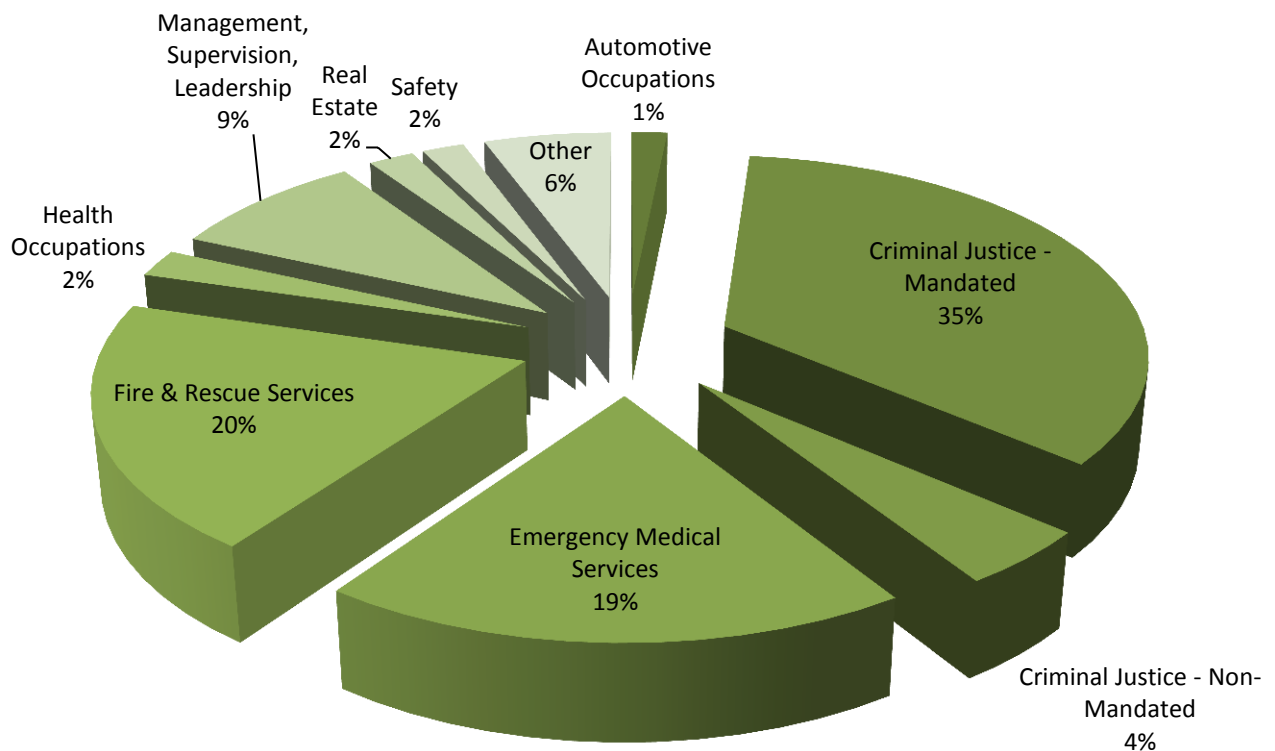
[Data Table \(Appendix 31\).](#)

Source: NCCCS Data Warehouse

Workforce Development

Registration Count by Occupational Extension Program Area

Several individual programs comprise the Occupational Extension program area and have been delineated below. Criminal Justice courses (mandated and non-mandated) have the highest registrations; accounting for 39 percent of all Occupational Extension regular budget students in 2012. Emergency Management Services and Fire & Rescue Services also provide a significant portion of registrations, when combined also accounting for 39 percent. The 'Other' category is made up of 17 program areas that enrolled less than 100 students each.



[Data Table \(Appendix 32\).](#)

Source: NCCCS Data Warehouse

Workforce Development

Basic Skills/Literacy Data

In July 2011, the Basic Skills Program on the Havelock-Cherry Point campus was reduced to only offering Compensatory Education classes and one GED prep class. The same year, the Learning Lab on the New Bern campus was closed. These events have affected the enrollment numbers for the 2012 year resulting in a 13 percent decrease.

Summary	2008	2009	2010	2011	2012	11-12 Change
Enrolled	1480	1524	1369	1314	1142	-13%
FTE	155.38	176.02	195.89	184.79	154.28	-17%
GED/AHS Graduates	163	152	132	159	71	-55%
ESL Students	319	322	259	218	243	11%
Compensatory Education Students	62	46	38	37	29	-22%

Age	2008	2009	2010	2011	2012	11-12 Change
16-18	174	170	137	108	39	-64%
19-21	373	375	345	324	154	-52%
22-24	194	181	181	183	87	-52%
25-44	566	622	545	535	262	-51%
45-59	129	142	125	91	40	-56%
60-64	18	21	21	13	7	-46%
65 and Over	26	13	15	9	5	-44%

Ethnicity	2008	2009	2010	2011	2012	11-12 Change
American Indian/Alaskan Native	8	11	15	15	7	-53%
Asian	117	118	86	39	25	-36%
Black/African American	481	490	465	423	234	-45%
Hispanic/Latino	2,690	254	186	160	86	-46%
Native Hawaiian/Pacific Islander	-	-	-	1	2	100%
Other/Unknown/Multiple	51	75	121	114	26	-77%
White	563	576	496	511	214	-58%

Gender	2008	2009	2010	2011	2012	11-12 Change
Female	751	745	694	618	289	-53%
Male	729	779	675	645	305	-53%

Employed	2008	2009	2010	2011	2012	11-12 Change
Full-time (40+ hrs/wk)	427	342	245	274	93	-66%
Part-time (>40 hrs/wk)	253	251	195	194	78	-60%
Unemployed	917	1,056	991	857	423	-51%

Headcount is calculated annually which may result in some students falling into two categories due to change in employment.)

Source: Chair, Basic Skills Programs

Workforce Development

Small Business Center Data

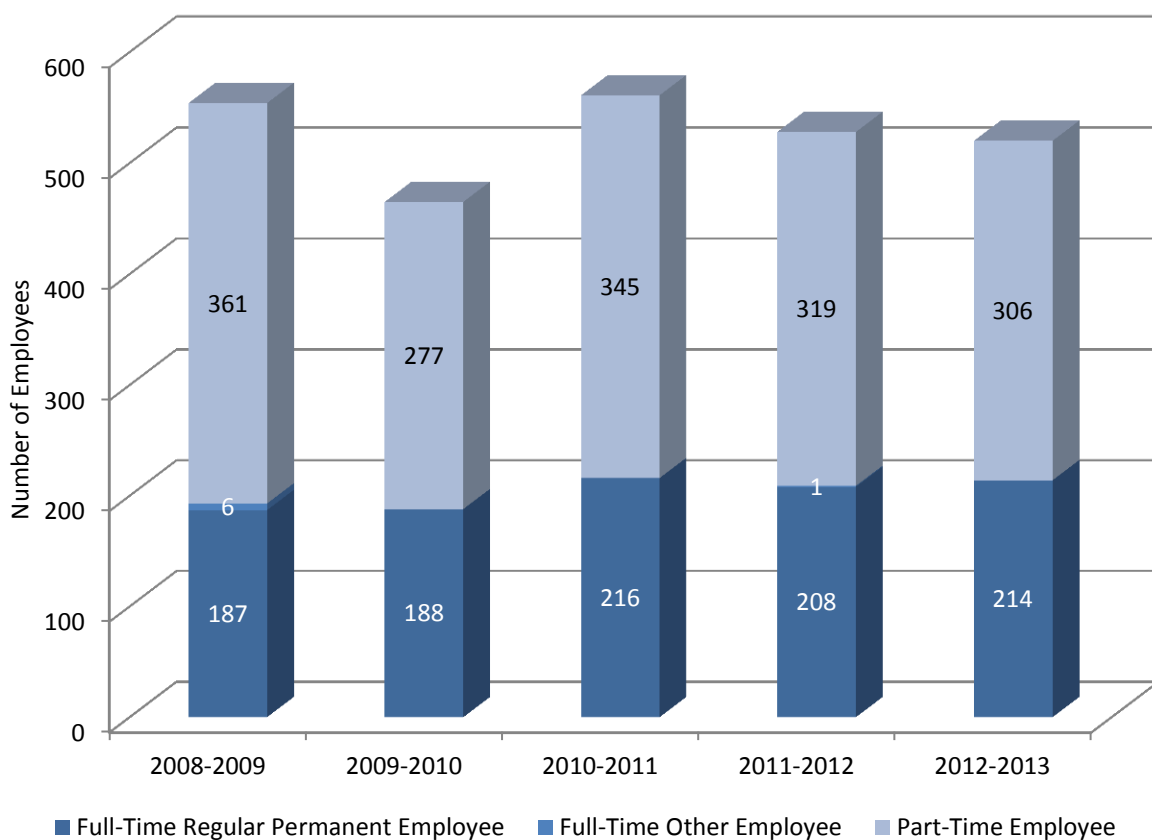
Counseling	2008	2009	2010	2011	2012	11-12 Change
Distinct New Clients Counseled	89	60	90	97	80	-18%
Total Hours of Counseling	221	171	287	293	251	-14%
Seminars	2008	2009	2010	2011	2012	11-12 Change
Total Seminar Attendance	1,138	1,008	819	1,369	637	-53%
Attendance at Seminars						
Retail Interest	227	245	294	602	318	-47%
Service Interest	485	406	282	558	267	-52%
Other Interest	426	357	243	209	52	-75%
Ethnic Origin of Attendees						
Black	361	416	321	402	170	-58%
White	713	537	469	950	403	-58%
Other	64	55	29	17	64	276%
Business Status of Attendees						
Already Operating	326	199	304	512	195	-62%
Exploring Options	445	335	285	444	323	-27%
Start-Up	192	312	156	359	93	-74%
Other	-	162	74	54	26	-52%
Gender of Attendees						
Female	520	470	469	848	381	-55%
Male	618	538	350	521	256	-51%
Employment Status of Attendees						
Current Business Owner	527	284	318	362	195	-46%
Current Employee	173	379	194	421	113	-73%
Prospective Owner	159	305	219	419	232	-45%
Other/Unspecified	279	40	78	167	97	-42%
Entrepreneur Academy Seminar Type Attended						
Finance	16	14	13	11	121	1000%
How to Plan & Open a Business	15	31	24	20	328	1540%
Management & Supervision	18	11	5	42	23	-45%
Specialty	19	11	9	10	43	330%
Taxes	3	5	4	10	62	520%
Other	8	2	6	7	60	757%

Source: Director, Small Business Center

Human Resources

Faculty/Staff by Employment Classification

Prior to AY 2010-2011, the number of full-time regular, permanent employees has remained relatively constant, when the College experienced a 14.9 percent increase. Since then, the number of full-time regular, permanent employees has remained relatively constant. The number of part-time employees, which includes adjunct faculty, has fluctuated over the same five year period. The 15.2 percent decrease in part-time employees corresponds with the 2009 budget cuts and reduction in the number of courses offered.



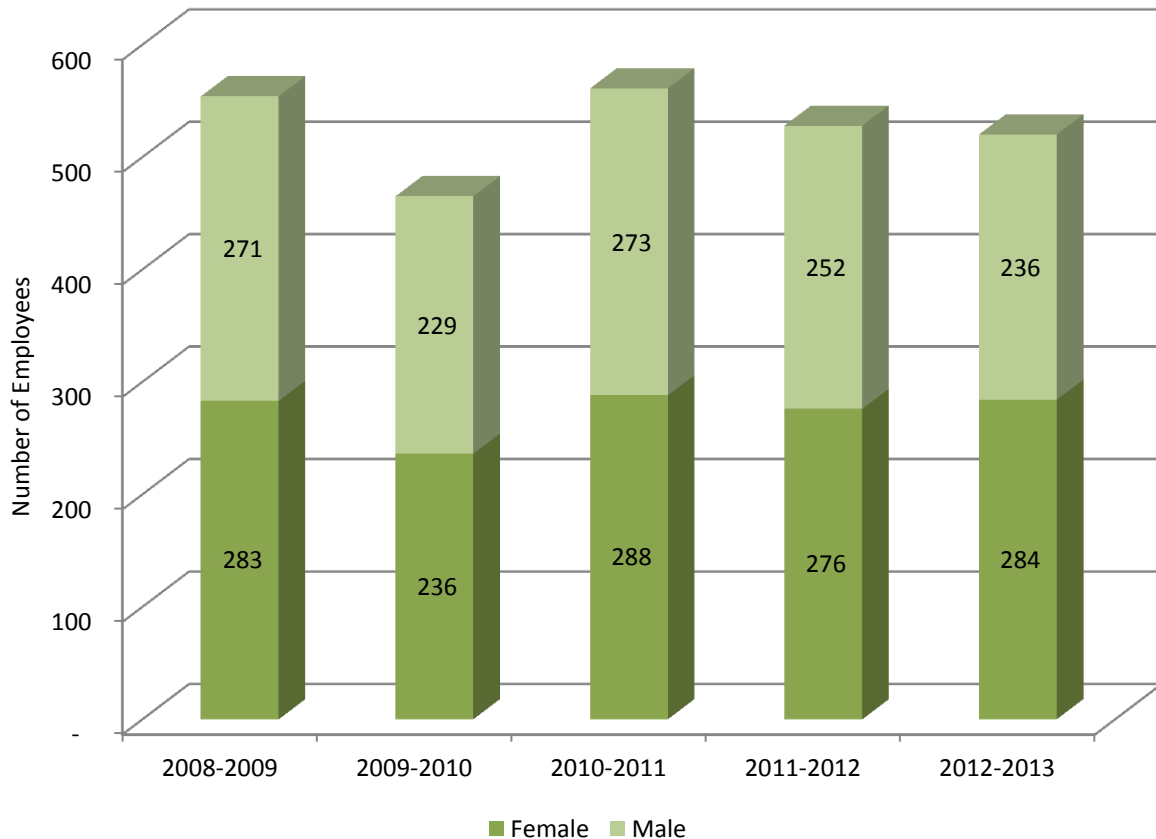
[Data Table \(Appendix 33\).](#)

Source: NCCCS Data Warehouse

Human Resources

Faculty/Staff by Gender

Despite the fluctuation in the total number of employees, the female to male gender breakdown has averaged an estimated 52:48 (F:M) percent ratio over the last five years. This ratio remained consistent during AY 2009-2010 even with the reduction of part-time staff that resulted due to budget cuts and a reduction in the number of courses offered.



[Data Table \(Appendix 34\).](#)

Source: NCCCS Data Warehouse

Human Resources

Faculty/Staff by Primary Staffing Area

Constituting 61.7 percent of the employees at Craven Community College, faculty members which includes both full-time and adjunct represent the largest staffing area. For the third year in a row, technical para-professional employees are the next largest group employed by the College with 12.5 percent, surpassing staff which account for 10.5 percent of the total number of employees. The senior administrators, service maintenance, and support staff areas have all seen significant increases in the past year.

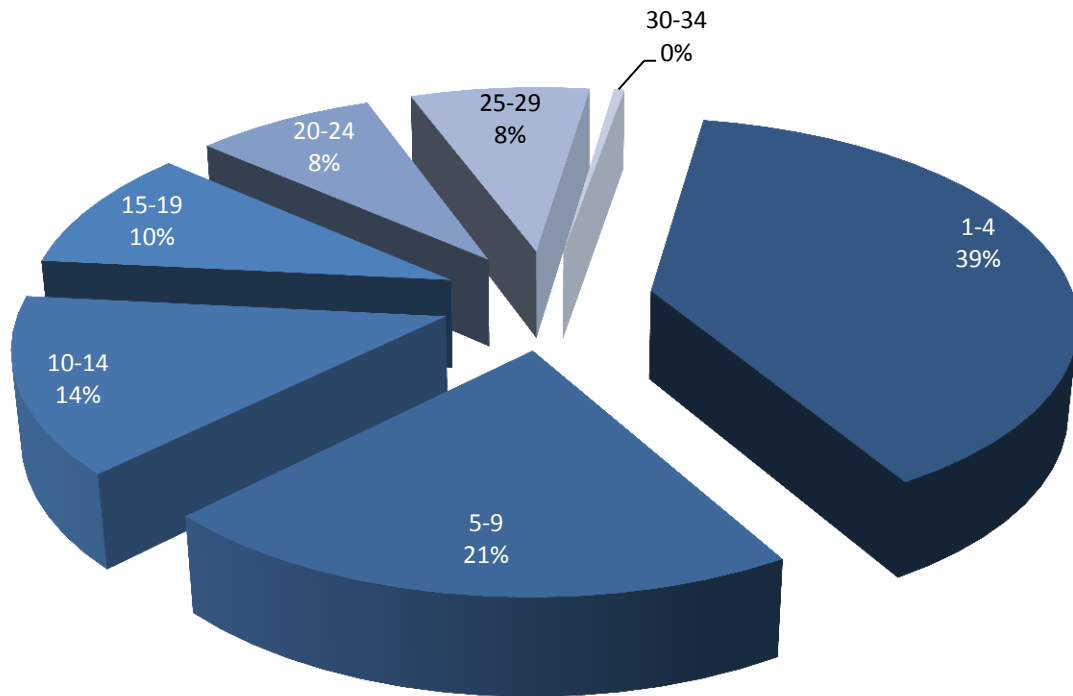
Primary Staffing Area	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Faculty	367	307	368	338	321	-5.0%
Senior Administration	5	4	5	5	6	20.0%
Service Maintenance	36	38	25	24	39	62.5%
Staff	69	66	61	60	55	-8.3%
Support	21	13	21	28	34	21.4%
Technical Para-professional	56	37	81	73	65	-11.0%
Total	554	465	561	528	520	-1.5%

Source: NCCCS Data Warehouse

Human Resources

Full-Time Permanent Faculty/Staff by Years of Service

In AY 2012-2013, the majority of full-time employees or 39 percent, have been employed by the College between one and four years, and 21 percent of the employees have been with the College between five and nine years, resulting in nearly two-thirds (60 percent) of all employees having been with the College for fewer than ten years. It should be noted that although statistically undetectable, in AY 2012-2013, one employee has between 30 and 34 years of service with the College.



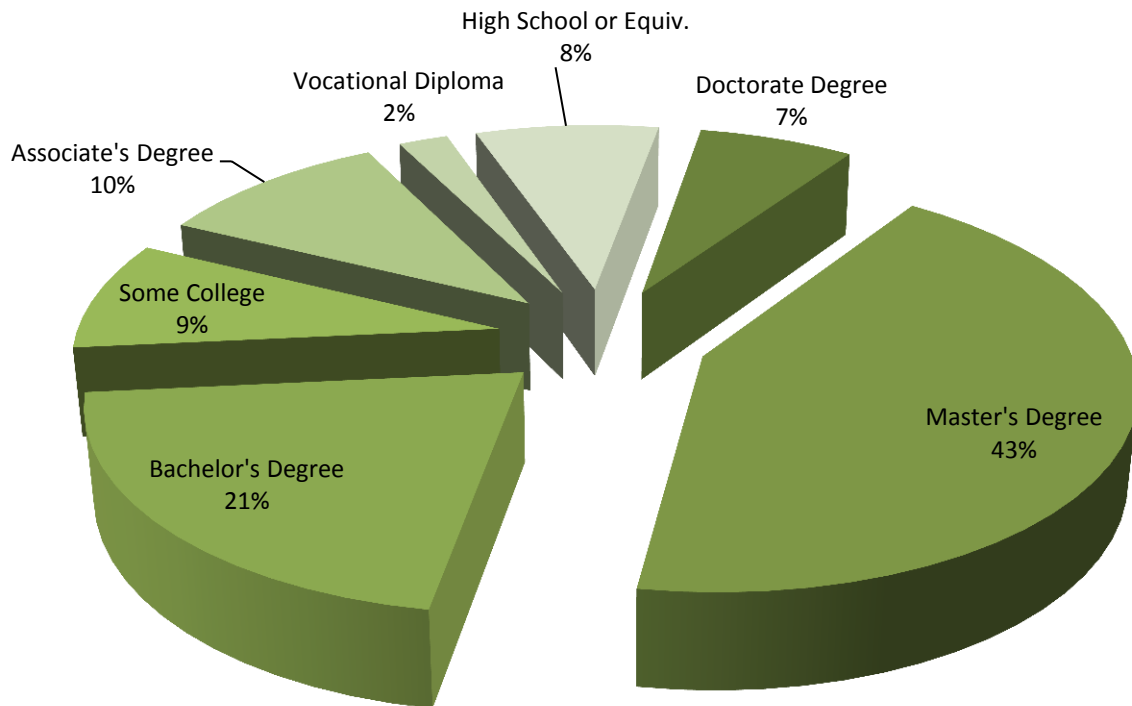
[Data Table \(Appendix 35\).](#)

Source: NCCCS Data Warehouse

Human Resources

Faculty by Highest Degree Attained

The total number of faculty decreased by 5 percent from AY 2011-2012 to AY 2012-2013. As a result, the percent of faculty with an Associate Degree or a Doctorate Degree each decreased by 1 percent. Conversely, the percent of faculty with a Bachelor's Degree or Some College each increased by 1 percent. Overall, the data did not change a great deal from AY 2011-2012 to AY 2012-2013.



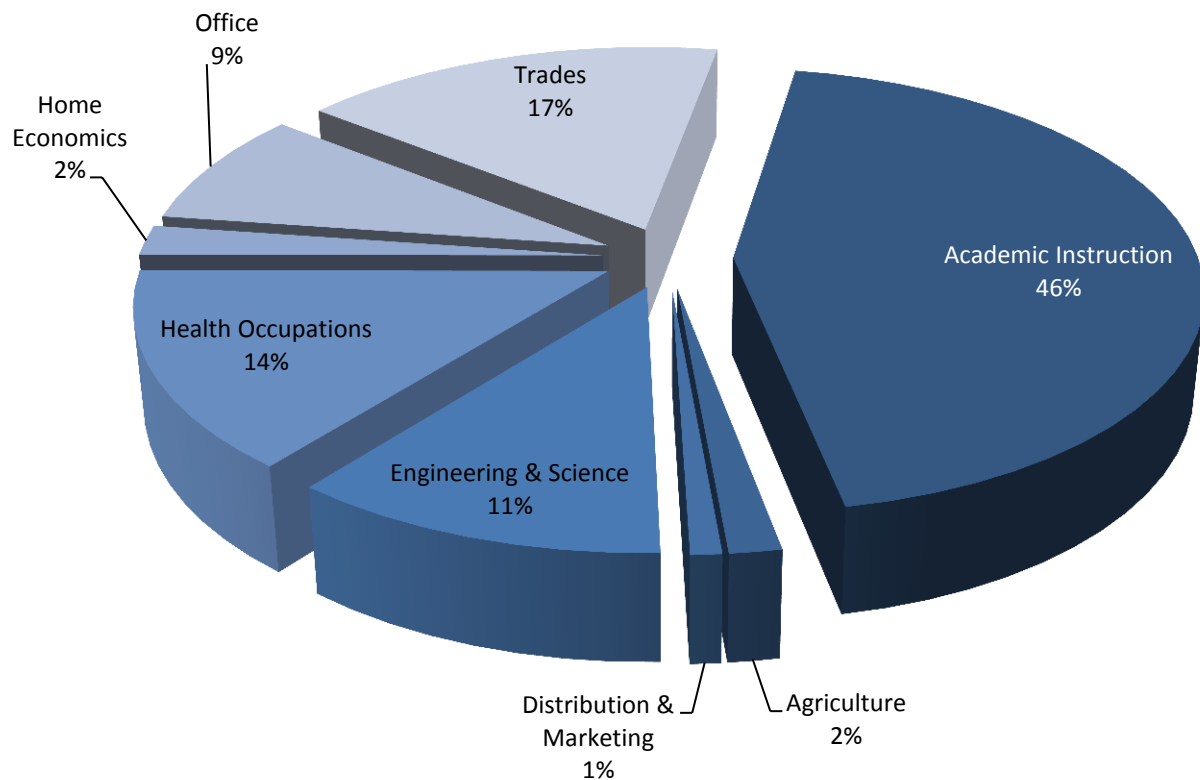
[Data Table \(Appendix 36\).](#)

Source: NCCCS Data Warehouse

Human Resources

Faculty by Instructional Category

All faculty members teaching within the Liberal Arts and University Transfer Learning Center fall into the Academic Instruction category, which includes faculty members that teach the general education courses. Between AY 2011-2012 and AY 2012-2013, the overall percentages of the various instructional categories did not fluctuate a great deal with the exception of a 5 percent decrease in the overall number of faculty.



[Data Table \(Appendix 37\).](#)

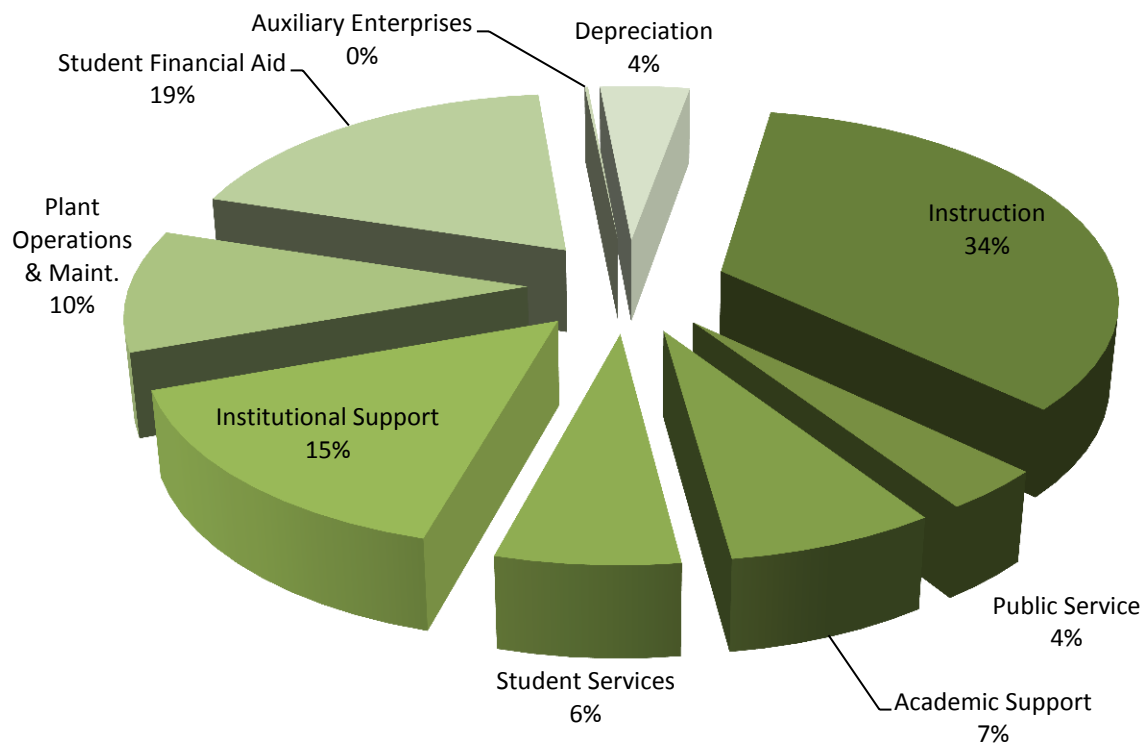
Source: NCCCS Data Warehouse

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Finances

Fiscal Year Expenses by Category

In FY 2012-2013, the overall expenses of the college were down 3.5 percent from FY 2011-2012. The most significant decrease was found in the area of student auxiliary enterprises, which decreased from \$85,453.68 in FY 2011-2012 to \$48,588.28 in FY 2012-2013. The area of student services saw the largest increase in expenses; up 8.3 percent in FY 2012-2013. Although down by 5.4 percent from FY 2011-2012, it is not surprising that the majority of Craven Community College's expenses (34 percent) continue to fall within the area of instruction.



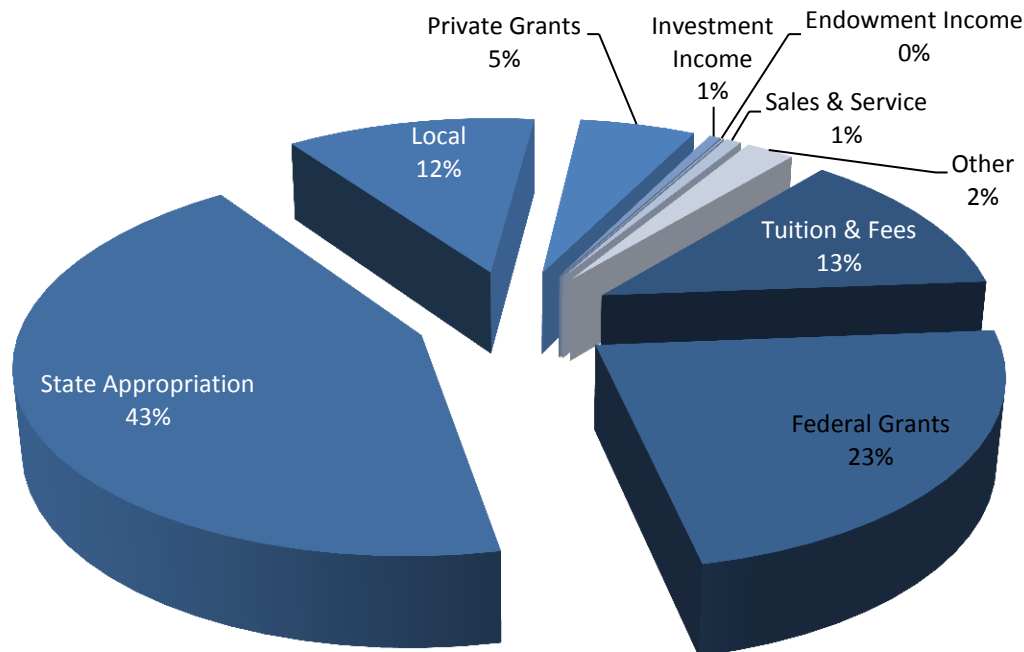
[Data Table \(Appendix 38\).](#)

Source: Administrative Services

Finances

Fiscal Year Revenues by Funding Sources

In FY 2012-2013, the overall revenue of the college saw a 0.7 percent increase from FY 2011-2012. Though the total revenue remained about the same, the amounts within each funding source varied. The largest increase was found in the area of investment income, which increased from negative \$28,650.80 in FY 2011-2012 to \$178,796.35 in FY 2012-2013 (a 724 percent increase). Private grants also saw an increase of 11.9 percent from \$1,561,268.41 to \$1,747,435.80 and the area of endowment income saw a large decrease of 70.3 percent. The majority of Craven Community College's revenue (43 percent) continues to be made up of state appropriated funds.



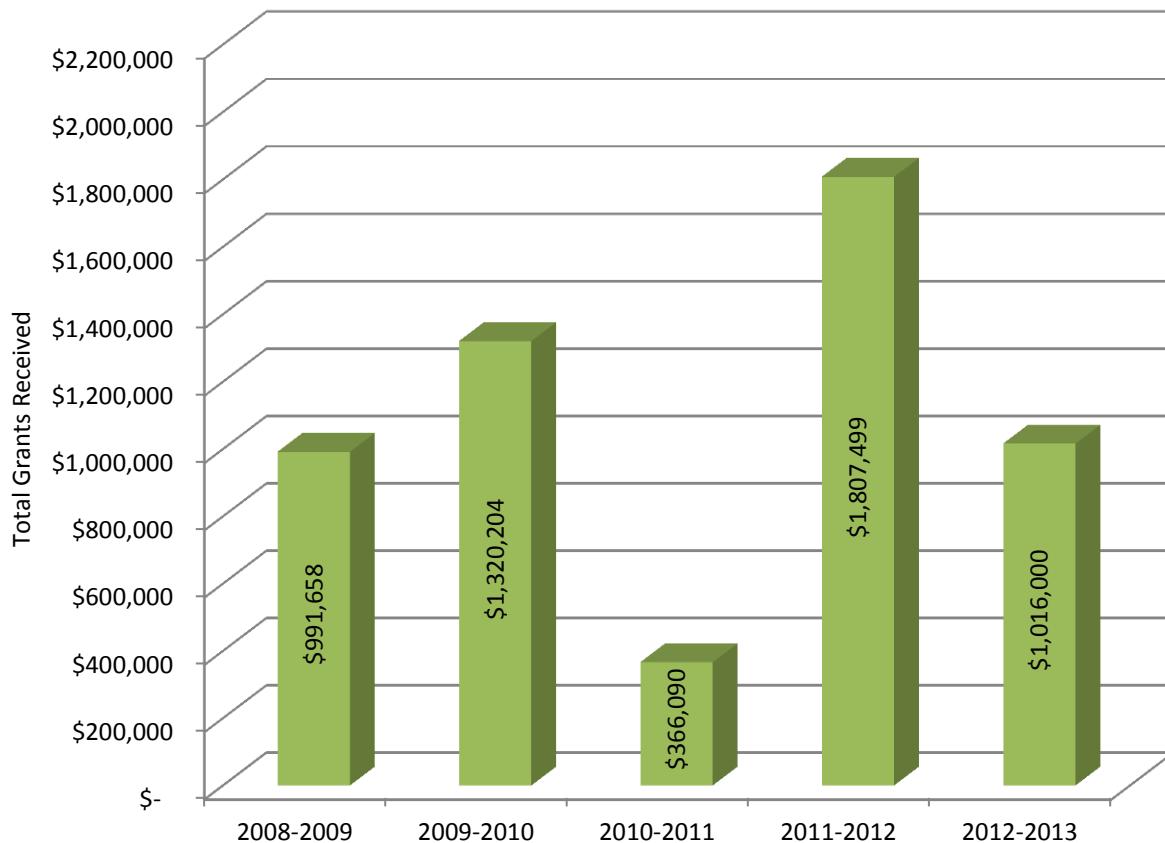
[Data Table \(Appendix 39\).](#)

Source: Administrative Services

Finances

Grants Received

The aggregate total of grants awarded to the College fluctuates from year to year. The FY 2011-2012 year held the largest increase from the previous year, increasing by 393.7 percent. FY 2012-2013, however, saw a 43.8 percent decrease from the previous year. Craven Community College received twelve grants ranging from \$2,000 to \$391,368 during the FY 2012-2013. The largest grant that Craven Community College received was the North Carolina Advance Manufacturing Alliance Grant from the Department of Education.



[Data Table \(Appendix 40\).](#)

Source: Administrative Services

Facilities

Gross Square Footage

Craven Community College has not constructed any new buildings since 2008. The total gross square footage of the entire college remains 315,007. The Student Center on the New Bern campus is the largest building the college has built, with 42,127 square feet and the smallest building is the Out Building on the Havelock-Cherry Point campus at 1,610 square feet. Craven Community College has recently renovated both the Brock Administration Building and the Student Center but added no additional square footage to the buildings.

Code	Building	Location	Year Constructed	Gross SqFt
001	Brock Administration (B)	New Bern	1971	31,643
002	Student Center (C)	New Bern	1971 & 75	42,127
003	Barker Hall (A)	New Bern	1981	29,273
009	Education Training Ctr	Cherry Point	1997	2,060
011	Kelso Hall (D)	New Bern	1990	22,048
012	Orringer Hall (E)	New Bern	1990	20,152
018	Perdue Hall (F)	New Bern	1999	32,220
019	Mary Dale Bender Bldg (G)	New Bern	1983	14,212
022	Edward Davis Maint. Bldg	New Bern	2006	4,060
027	Business & Technology (H)	New Bern	2008	36,123
028	Bosch & Siemens Adv Mfg Ctr (I)	New Bern	2008	29,849
301	Public Library	Havelock	2003	7,214
303	Institute of Aeronautical Tech	Havelock	2003	20,010
304	Out Building	Havelock	2003	1,610
305	Redd Building	Havelock	2003	22,406
	Total Space			315,007

Source: Fall 2012 Higher Education Facilities Building Report

Appendix 1

Area High School Graduates Attending

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		12-13 %
	2008 Grads	@ CCC	2009 Grads	@ CCC	2010 Grads	@ CCC	2011 Grads	@ CCC	2012 Grads	@ CCC	@ CCC
Havelock HS	286	35	252	45	246	54	252	60	275	88	32.0%
Jones Senior HS	62	5	75	5	74	4	99	4	73	7	9.6%
New Bern HS	401	139	381	128	387	100	424	112	368	97	26.4%
Pamlico County HS	143	26	142	18	136	13	108	14	137	21	15.3%
West Craven HS	221	65	233	68	209	50	244	52	247	70	28.3%
Totals	1113	270	1,113	264	1,083	221	1,052	242	1,127	283	
% Attending CCC		24%		24%		20%		23%		25%	
Overall Average											23.3%

Appendix 2

Curriculum Student Enrollment by Age Groups

Ages	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
19 & Under	736	666	636	600	670	11.7%
20 - 29	2,389	2,473	2,620	2,370	2,361	-0.4%
30 - 39	834	1001	1025	913	868	-4.9%
40 - 49	516	575	574	494	440	-10.9%
50 - 59	253	309	309	282	263	-6.7%
60 - 69	42	72	72	54	39	-27.8%
70 & Up	32	18	18	14	9	-35.7%
Total	4,802	5,114	5,254	4,727	4,650	

Appendix 3

Curriculum Student Enrollment by Gender

Gender	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Female	2,895	3,117	3,193	2,934	2,852	-2.8%
Male	1,907	1,997	2,061	1,793	1,798	0.3%
Total	4,802	5,114	5,254	4,727	4,650	

Appendix 4

Curriculum Student Enrollment by Geographic Region

Georaphic Region	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012- 2013	11-12 Change
Craven County	3,287	3,497	3,456	3,341	3,077	-7.9%
Adjacent Counties	679	774	785	706	676	-4.2%
Other NC Counties	133	137	182	128	100	-21.9%
Out-of-State	729	718	841	817	785	-3.9%
Unreported	-	-	-	-	12	
Total	4,828	5,126	5,264	4,992	4,650	

Headcount may be duplicated due to the fact that some students may have moved within the academic year.

Appendix 5

Curriculum Student Enrollment by Employment Status

Employment Status	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Employed Full-Time	1,546	1,234	1,052	807	720	-10.8%
Employed Part-Time	1,463	1,383	1,059	913	705	-22.8%
Unemployed	1,799	3,212	3,163	4,282	3,227	-24.6%
Total	4,808	5,829	5,274	6,002	4,652	

Headcount is duplicated due to the fact that the employment status of some students may have changed during the year.

Appendix 6

Curriculum Student Financial Aid Awards

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Types	No.	Totals	No.	Totals	No.	Totals	No.	Totals	No.	Totals
ACG	46	\$ 31,250	81	\$ 42,900	100	\$ 57,217	-	-	-	-
Ch 33	-	-	-	-	-	-	136	\$ 325,018	189	\$ 343,743
Chld Care	19	\$ 31,672	14	\$ 26,028	17	\$ 28,797	18	\$ 30,005	24	\$ 29,275
EmrLoan	15	\$ 7,731	28	\$ 17,183	47	\$ 24,529	33	\$ 18,520	11	\$ 4,613
FSEOG	125	\$ 115,504	91	\$ 100,200	117	\$ 114,578	-	-	-	-
FWS	50	\$ 90,279	52	\$ 131,312	30	\$ 78,195	36	\$ 74,293	31	\$ 63,469
NCCCG	319	\$ 198,241	356	\$ 180,699	342	\$ 198,422	307	\$ 160,777	241	\$ 130,771
NCELG	-	-	185	\$ 165,431	223	\$ 208,848	175	\$ 146,750	160	\$ 139,446
NCEARP	-	-	67	\$ 134,000	-	-	-	-	-	-
NCSIG	59	\$ 35,350	59	\$ 32,550	71	\$ 40,250	-	-	-	-
Pell	1051	\$ 3,087,166	1622	\$ 5,211,485	1960	\$ 7,003,030	2088	\$ 6,926,364	1984	\$ 6,494,861
Scholar	1146	\$ 525,313	911	\$ 446,732	685	\$ 388,216	870	\$ 574,528	948	\$ 749,000
Stafford	292	\$ 900,752	483	\$ 1,585,801	650	\$ 2,484,427	975	\$ 3,616,863	920	\$ 3,320,851
Veterans	323	\$ 1,573,652	267	\$ 1,370,733	194	\$ 1,227,953	202	\$ 830,017	272	\$ 925,922
Totals	3445	\$ 6,596,910	4216	\$ 9,445,054	4436	\$ 11,854,462	4840	\$ 12,703,135	4780	\$ 12,201,951

ACG – Academic Competitiveness Grant

Ch 33 – Chapter 33 (Tuition & Fees)

Chld Care – Child Care Program

EmrLoan – Emergency Loans

FSEOG – Federal Supplemental Ed. Opportunities Grant

FWS – Federal Work Study

NCCCG – NC Community College Grant

NCELG – NC Education Lottery Grant

NCEARP – NC Education Access Rewards Program

NSIG – NC Student Incentive Grant

Pell – Federal Pell Grant

Scholar – Scholarships (All Types)

Stafford – Federal Stafford Loans

Veterans – Dept. of Veterans' Affairs (except Ch 33)

Appendix 7

Curriculum Student Scholarship Contributors

Abbreviation	2008-2009	2009-2010	2010-2011	2011-2012	2011-2012
Alternative	\$ 3,700	\$ 25,700	\$ -	\$ -	\$ -
Institutional	\$ 250,867	\$ 442,232	\$ 117,936	\$ 301,413	\$ 204,580
NCHSM	\$ 1,500	\$ -	\$ -	\$ -	\$ -
NCHDLE	\$ 7,098	\$ 6,845	\$ 5,608	\$ 6,650	\$ 7,175
NCSS	\$ 4,569	\$ 7,141	\$ 18,088	\$ 8,360	\$ 490
NCVS	\$ -	\$ -	\$ -	\$ -	\$ -
NESLP	\$ 22,000	\$ 18,116	\$ 20,423	\$ 16,000	\$ 10,000
NSP	\$ 3,000	\$ 6,000	\$ 3,000	\$ 9,000	\$ 5,250
Other	\$ 274,445	\$ 250,071	\$ 270,281	\$ 273,115	\$ 285,346
ProspTeach	\$ -	\$ -	\$ -	\$ 2,000	\$ -
TASF	\$ -	\$ -	\$ -	\$ -	\$ -
Waivers	\$ 406,500	\$ 255,113	\$ 705,156	\$ 712,512	\$ 339,253
VocRehab	\$ 7,322	\$ 6,459	\$ 10,548	\$ 6,629	\$ 6,020
WIA	\$ 87,562	\$ 408,132	\$ 325,155	\$ 169,153	\$ 106,738
Total	\$ 1,068,563	\$ 1,425,809	\$ 1,476,195	\$ 1,504,832	\$ 964,852

Alternative – Alternative Loan

Institutional – Institutional Grants/Scholarships

NCHSM – NC Health, Science & Math Scholarship

NCHDLE – NC High Demand/Low Enrollment Grant

NCSS – NC State Scholarship

NCVS – NC Veterans Scholarship

NESLP – Nurse Education Scholarship Loan Program

NSP – Nurse Scholarship Program

Other – Other Non-Federal/State Grant/Scholarship

ProspTeach – Prospective Teacher Scholarship/Loan

TASF – Teacher Assistant Scholarship

Waivers – Tuition Waivers

VocRehab – Vocational Rehabilitation

WIA – Workforce Investments/JPTA

Appendix 8

Curriculum Student/Faculty Ratios

	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012- 2013	11-12 Change
Student FTE	2,667.49	3,165.34	3,161.23	2,912.15	2,713.33	-6.8%
Full-Time Faculty	71	69	81	79	75	-5.1%
Part-Time Faculty	146	116	152	138	146	5.8%
Calculated Faculty FTE	120	108	132	125	124	-0.8%
Students per Faculty	22	29	24	23	22	-4.3%

*Calculated Faculty FTE = Full-Time Faculty plus 1/3 Part-Time Faculty.

Appendix 9

Workforce Development Student Enrollment by Age Groups

Ages	2008	2009	2010	2011	2012	11-12 Change
19 & Under	437	471	403	367	223	-39.2%
20 - 29	3,484	3,509	3,428	3,093	2,822	-8.8%
30 - 39	2,964	2,896	2,828	2,759	2,708	-1.8%
40 - 49	2,510	2,430	2,382	2,224	2,255	1.4%
50 - 59	1,535	1,642	1,679	1,691	1,679	-0.7%
60 - 69	709	878	675	657	561	-14.6%
70 & Up	487	510	277	238	211	-11.3%
Unreported	37	36	34	15	12	-20.0%
Total	12,163	12,372	11,706	11,044	10,471	

Appendix 10

Workforce Development Student Enrollment by Ethnicity

Ethnicity	2008	2009	2010	2011	2012	11-12 Change
American Indian/ Alaska Native	171	185	175	163	193	18.4%
Asian/ Pacific Islander	166	194	162	79	178	125.3%
Black	4,225	4,383	4,049	3669	3391	-7.6%
Hispanic	587	625	605	525	505	-3.8%
Other/Unknown/ Multiple	259	287	406	575	552	-4.0%
White	6,755	6,698	6,309	6,033	5,652	-6.3%
Total	12,163	12,372	11,706	11,044	10,471	

Appendix 11

Workforce Development Student Enrollment by Gender

Gender	2008	2009	2010	2011	2012	11-12 Change
Female	3,566	3,659	3,248	3,155	2,588	-18.0%
Male	8,597	8,713	8,458	7,889	7,883	-0.1%
Total	12,163	12,372	11,706	11,044	10,471	

Appendix 12

Workforce Development Student Enrollment by Employment Status

Employment Status	2008	2009	2010	2011	2102	11-12 Change
Employed Full-Time	3,594	3,849	4,211	4,481	4,311	-3.8%
Employed Part-Time	1,289	1,159	817	1,138	0,592	-48.0%
Unemployed	7,413	7,516	6,909	5,551	5,657	1.9%
Total	12,296	12,524	11,937	11,170	10,560	

Appendix 13

Curriculum Enrollment

	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
Unduplicated Headcount	4,802	5,114	5,254	4,727	4,650
% Change		6.5%	2.7%	-10.0%	-1.6%

Appendix 14

Curriculum Courses and Student Count

	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Number of Curriculum Courses	1,621	1,643	1,713	1,532	1,464	-4.4%
Total Number of Students in Courses	23,039	26,921	27,580	25,215	23,526	-6.7%
Average Number of Students per Class	14	16	16	16	16	0.0%

Number of students in courses is a duplicated number.

Appendix 15

Curriculum Enrollment by Class Location

Campus	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
New Bern	11,382	14,222	14,635	13,473	11,940	-11.4%
Havelock/Cherry Point	3,050	3,091	3,308	2,889	2,850	-1.3%
Other Off-Campus	8,606	9,608	9,637	8,853	8,736	-1.3%
Total	23,038	26,921	27,580	25,215	23,526	

Headcount is duplicated due to the fact that some students may take multiple courses on both campuses.

Appendix 16

Curriculum Enrollment by Delivery Method

Method	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Distance Learning - Hybrid (Online & Seated)	1,634	2,037	1,811	1,493	0,012	-99.2%
Distance Learning - Internet Course	2,971	3,203	3,212	3,038	2,926	-3.7%
Traditional Classroom Instruction	3,282	3,443	3,768	3,607	3,277	-9.1%
Other (Co-Op, Digital Media, Indep. Study)	478	576	369	141	117	-17.0%
Total	8,365	9,259	9,160	8,279	6,332	

Headcount is duplicated due to the fact that some students may utilize more than one method of delivery.

Appendix 17

Curriculum Enrollment by Full-Time/Part-Time Status

Enrollment Status	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Full-Time	1,899	2,387	2,320	2,223	2,142	-3.6%
Part-Time	4,585	4,687	5,143	5,047	4,437	-12.1%
Unknown	69	50	60	29	35	20.7%
Total	6,553	7,124	7,523	7,299	6,614	

Headcount does not include summer semester enrollment and is duplicated due to the fact that some students may take classes in both fall and spring semesters.

Appendix 18

Curriculum Enrollment by Program Area

Program Area	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Arts & Sciences	2,414	2,595	2,678	2,978	2,793	-6.2%
Business Technologies	509	687	705	737	674	-8.5%
Construction Technologies	12	1	-	1	-	-100.0%
Engineering Technologies	93	106	98	99	92	-7.1%
Health Sciences	289	352	368	304	277	-8.9%
Industrial Technologies	110	185	185	147	133	-9.5%
Public Service Technologies	372	396	393	352	333	-5.4%
Special Categories	1,046	805	868	651	318	-51.2%
Transport Systems Technologies	158	196	197	153	140	-8.5%
Total	5,003	5,323	5,492	5,422	4,760	

Headcount is duplicated due to the fact that some students may be enrolled in more than one program.

Appendix 19

Curriculum Completions by Program Area

Program Area	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Arts & Sciences	153	163	201	296	292	-1.4%
Business Technologies	83	80	148	267	234	-12.4%
Construction Technologies	8	-	-	1	-	-100.0%
Engineering Technologies	10	6	18	33	30	-9.1%
Health Sciences	85	83	54	114	121	6.1%
Industrial Technologies	15	8	63	82	52	-36.6%
Public Service Technologies	74	56	78	80	72	-10.0%
Transport Systems Technologies	12	19	54	26	25	-3.8%
Total	440	415	616	899	826	

Headcount is duplicated due to the fact that some students may complete more than one program.

Appendix 20

Curriculum Completions by Degree Type

Degree Type	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Associate Degree	303	302	293	411	408	-0.7%
Diploma	58	40	116	173	157	-9.2%
Certificate	79	73	207	315	261	-17.1%
Total	440	415	616	899	826	

Headcount is duplicated due to the fact that some students may complete more than one degree type.

Appendix 21

Curriculum Degree-Seeking Retention Rates

Degree-Seeking Students Returning in Spring Their First Year										
Return	2008 - 2009	08-09 %	2009 - 2010	09-10 %	2010 - 2011	10-11 %	2011 - 2012	11-12 %	2012 - 2013	12-13 %
Yes	1,894	47.7%	2,075	45.7%	2,152	46.3%	2,301	51.1%	2,277	51.8%
No	2,075	52.3%	2,464	54.3%	2,499	53.7%	2,205	48.9%	2,118	48.2%
Total	3,969		4,539		4,651		4,506		4,395	

Degree-Seeking Students Returning in Fall Their Second Year										
Return	2008 - 2009	08-09 %	2009 - 2010	09-10 %	2010 - 2011	10-11 %	2011 - 2012	11-12 %	2012 - 2013	12-13 %
Yes	1,683	42.4%	1,860	41.0%	1,820	39.1%	1,471	32.6%	1,444	32.9%
No	2,286	57.6%	2,679	59.0%	2,831	60.9%	3,035	67.4%	2,951	67.1%
Total	3,969		4,539		4,651		4,506		4,395	

Appendix 22

Curriculum Retention, Graduation & Transfer Information

2011-2012 Curriculum Peer Retention, Graduation & Transfer Information					
Peers	Total Cohort	% Graduate	% Return	% Transfer	Total
Caldwell CC and TI	598	30%	3%	14%	46.2%
Cleveland CC	386	20%	2%	10%	32.6%
Davidson County CC	339	35%	3%	11%	49.6%
Johnston CC	227	33%	3%	8%	44.1%
Lenoir CC	294	27%	3%	13%	42.9%
Mitchell CC	446	17%	2%	14%	32.7%
Nash CC	112	18%	3%	9%	29.5%
Piedmont CC	258	36%	4%	7%	46.5%
Sandhills CC	509	23%	1%	15%	39.5%
Stanly CC	365	36%	2%	8%	46.3%
Surry CC	491	31%	2%	11%	44.2%
Vance-Granville CC	720	22%	2%	11%	34.4%
Wayne CC	592	27%	3%	19%	48.8%
Peer Averages	411	27%	3%	12%	41.3%
Craven CC	487	20%	2%	21%	42.5%
NCCC System	27,131	25%	2%	14%	41.1%

Appendix 23

Curriculum Full-Time Equivalency (FTE) by Program Area

Program Area	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Arts & Sciences	1,251.95	1,394.98	1,415.13	1,500.53	1,438.48	-4.1%
Business Technologies	288.84	399.88	450.79	419.81	369.72	-11.9%
Construction Technologies	7.30	0.33	-	-	-	
Engineering Technologies	54.03	83.44	62.10	53.02	53.70	1.3%
Health Sciences	284.61	354.15	333.36	308.15	278.25	-9.7%
Industrial Technologies	79.54	196.88	162.78	102.83	108.72	5.7%
Public Service Technologies	263.14	299.19	287.52	235.54	252.36	7.1%
Special Categories	274.28	227.47	249.48	151.23	83.28	-44.9%
Transport Systems Technologies	163.55	208.62	199.44	141.04	128.83	-8.7%
Unknown	0.25	0.41	0.63	-	-	
Total	2,667.49	3,165.35	3,161.23	2,912.15	2,713.34	

Appendix 24

Curriculum Undergraduate Transfers to NC 4-year Institutions

Institution	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	11-12 Change
The University of North Carolina						
Appalachian	1	2	4	3	4	33.3%
East Carolina	58	42	44	53	69	30.2%
Elizabeth City	-	1	2	2	2	0.0%
Fayetteville	3	1	4	-	4	-
NC A&T	1	1	3	-	-	-
NC Central	-	3	-	-	2	-
NC State	11	8	12	8	4	-50.0%
UNC Asheville	-	1	1	1	2	100.0%
UNC Chapel Hill	-	3	1	4	8	100.0%
UNC Charlotte	6	9	3	3	3	0.0%
UNC Greensboro	2	8	-	3	4	33.3%
UNC Pembroke	-	3	2	-	3	-
UNC School of the Arts	1	-	-	-	-	-
UNC Wilmington	8	2	10	12	10	-16.7%
Western Carolina	2	-	2	2	1	-50.0%
Winston-Salem	-	-	1	-	-	-
Private Senior Institutions						
Barton	1	1	1	-	1	-
Belmont Abbey	1	-	-	-	-	-
Campbell	2	-	3	1	1	0.00%
Chowan	-	-	-	1	-	-100.00%
Greensboro	-	-	1	-	-	-
Guilford	-	1	-	-	-	-
Livingstone	-	-	1	-	1	-
Mars Hill	-	-	-	-	1	-
Meredith	1	-	-	-	-	-
Methodist	-	-	2	-	1	-
Mid-Atlantic Christian	-	1	-	-	-	-
Mount Olive	15	23	34	19	27	42.11%
Pfeiffer	-	1	1	-	-	-
Saint Andrews	1	-	-	-	-	-
Shaw	1	1	1	-	-	-
William Peace	-	-	-	-	1	-
Wingate	-	1	-	-	-	-
Total	115	113	133	112	149	33.04%

Appendix 25

Distance Education Enrollment

Method	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Distance Learning - Digital Media	371	491	251	-	-	0.0%
Distance Learning - Internet Course	2,982	3,218	3,223	3,051	2,933	-3.9%
Total	3,353	3,709	3,474	3,051	2,933	-3.9%

Headcount is duplicated due to the fact that some students may take courses in more than one delivery method.

Appendix 26

Distance Education Enrollment by Residency

State	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Alabama	8	10	9	7	4	-42.9%
Alaska	1	1	1	1	-	-100.0%
Arizona	9	12	12	8	7	-12.5%
Arkansas	5	4	4	4	4	0.0%
California	47	44	43	45	51	13.3%
Colorado	6	6	3	6	8	33.3%
Connecticut	4	3	5	3	4	33.3%
Delaware	-	-	3	1	4	300.0%
District of Columbia	-	-	-	-	1	100.0%
Florida	57	66	61	59	63	6.8%
Georgia	16	23	22	24	30	25.0%
Hawaii	5	1	1	1	-	-100.0%
Idaho	1	-	3	6	7	16.7%
Illinois	21	27	24	22	20	-9.1%
Indiana	12	6	10	15	9	-40.0%
Iowa	3	3	5	2	3	50.0%
Kansas	3	1	2	3	3	0.0%
Kentucky	8	9	9	10	11	10.0%
Louisiana	5	4	11	13	11	-15.4%
Maine	3	1	2	1	1	0.0%
Maryland	12	4	15	14	19	35.7%

State	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Massachusetts	11	5	7	6	4	-33.3%
Michigan	13	25	26	21	20	-4.8%
Minnesota	5	6	7	5	4	-20.0%
Mississippi	5	4	6	5	5	0.0%
Missouri	11	15	19	18	12	-33.3%
Montana	-	1	-	-	1	-
Nebraska	3	2	1	2	2	0.0%
Nevada	4	3	1	-	-	-
New Hampshire	3	3	5	6	3	-50.0%
New Jersey	9	17	15	12	14	16.7%
New Mexico	2	1	1	3	2	-33.3%
New York	30	26	28	26	29	11.5%
North Carolina	2,863	3,185	2,918	2,501	2,373	-5.1%
North Dakota	1	1	3	3	4	33.3%
Ohio	29	27	24	20	28	40.0%
Oklahoma	7	5	4	7	2	-71.4%
Oregon	5	5	3	5	5	0.0%
Pennsylvania	15	16	14	18	18	0.0%
Rhode Island	6	1	3	3	3	0.0%
South Carolina	12	24	14	14	20	42.9%
South Dakota	3	2	2	-	-	-
Tennessee	9	15	11	7	8	14.3%
Texas	40	46	53	52	55	5.8%
Utah	-	2	4	1	4	300.0%
Vermont	-	2	1	1	2	100.0%
Virginia	22	21	26	31	30	-3.2%
Washington	7	7	9	21	11	-47.6%
West Virginia	5	8	13	5	2	-60.0%
Wisconsin	3	4	5	5	8	60.0%
Wyoming	1	-	-	1	2	500.0%
State Unknown	-	3	3	1	2	100.0%
Guam	1	1	1	1	-	-100.0%
Puerto Rico	2	-	2	1	-	-100.0%
Other Foreign	-	1	-	2	-	-100.0%
Total	3,353	3,709	3,474	3,051	2,933	-3.9%

Appendix 27

R. C. Godwin Memorial Library Data

	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Attendance	24,742	32,227	36,966	32,709	31,058	-5.0%
Circulation (Printed Material)	8,076	7,085	7,393	5,422	5,733	5.7%
Circulation (Audio Visual)*	2,045	3,680	3,562	4,182	3,944	-5.7%
Class Visits (# of Classes)**	175	145	183	101	117	15.8%
Class Visits (# of Students)**	1,820	1,959	2,351	1,507	1,718	14.0%
Computer Lab Visits	11,337	12,280	13,833	11,738	11,832	0.8%
Interlibrary Loans Received	410	319	389	402	477	18.7%
Interlibrary Loans Sent	274	326	268	333	321	-3.6%
Assistance to Library Users	4,760	4,205	3,759	4,641	4,636	-0.1%

* Includes both instructional media and student-used media.

** Includes instruction sessions conducted by librarians as well as research sessions assisted by librarians.

Appendix 28

Workforce Development Enrollment

	2008	2009	2010	2011	2012
Unduplicated Headcount	12,163	12,372	11,706	11,044	10,471
% Change		1.7%	-5.4%	-5.7%	-5.2%

Appendix 29

Workforce Development Duplicated Registration Count

	2008	2009	2010	2011	2012
Registration Count	23,858	25,423	24,479	24,192	22,145
% Change		6.6%	-3.7%	-1.2%	-8.5%

Appendix 30

Workforce Development Registration Count by Day/Evening Status

Day/Evening	2008	2009	2010	2011	2012	11-12 Change
Day	18,514	18,899	18,503	20,167	18,450	-8.5%
Evening	5,344	6,524	5,976	4,025	3,695	-8.2%
Total	23,858	25,423	24,479	24,192	22,145	

Registration Count is duplicated as each student is counted in each course they took.

Appendix 31

Workforce Development Full-Time Equivalency (FTE) by Funding Area

Funding Area	2008	2009	2010	2011	2012	11-12 Change
Basic Skills	155.38	176.02	195.89	180.43	156.60	-13.2%
Community Service - Grant & Receipt Sup	28.16	19.99	(0.20)	-	(0.12)	-
Focused Industry Training	2.05	0.75	3.84	3.51	12.15	246.2%
Human Resources Development	(0.03)	-	-	(0.02)	-	-
New and Expanding Industry	9.32	-	-	-	-	-
Occupational Extension Regular Budget	331.05	433.26	413.06	344.33	305.36	-11.3%
Receipt Supported Occupational Ext	1.55	0.54	2.24	32.44	31.92	-1.6%
Self-Supported - Non-Occupational	21.00	22.87	27.42	20.05	10.84	-45.9%
Small Business Center	2.31	3.61	4.69	4.62	4.65	0.6%
Total	550.79	657.04	646.94	585.36	521.40	-10.9%

Appendix 32

Workforce Development Registration Count by OE Program Area

Occupational Extension Program Area	2008	2009	2010	2011	2012	11-12 Change
Agricultural & Natural Resources Occupations	162	152	163	111	50	-55.0%
Aircraft Maint.& Career Pilot	41	65	167	128	-	-
Art & Design Occupations	1	2	12	31	3	-90.3%
Automotive Occupations	291	233	252	173	113	-34.7%
Banking, Finance & Credit	6	21	14	2	1	-50.0%
Building Codes & Inspections	115	50	90	42	27	-35.7%
Childcare	-	23	-	-	-	-
Communication	166	160	110	122	51	-58.2%
Computer Science Apps	343	529	442	291	64	-78.0%
Construction Occupations	32	24	24	-	8	800.0%
Cosmetology	13	7	34	8	-	-
Criminal Justice - Mandated	5,415	6,291	4,503	6,005	2,485	-58.6%
Criminal Justice Non-Mandated	880	675	1066	512	323	-36.9%
Drafting	36	3	-	2	-	-
Electrical/Electronic Occupations	20	71	50	32	28	-12.5%
Emergency Medical Services	2,252	2,083	2,457	1,935	1,366	-29.4%
Energy Related Occupations	-	-	1	11	-	-
Fire & Rescue Services	1,197	1,324	1,781	1,774	1,406	-20.7%
Government Regulations	157	168	115	191	14	-92.7%
Health Occupations	334	566	435	482	158	-67.2%
Heating, Ventilation, A/C	9	20	27	56	21	-62.5%
Industrial Occupations	68	30	46	-	-	-
Insurance	17	18	-	-	-	-
Languages	23	86	36	16	16	0.0%
Mgmt, Supervision, Leadership	460	803	1078	815	625	-23.3%
Marketing	177	9	92	58	7	-87.9%
Metal Working Occupations	1	-	-	-	-	-
Occupational Math	1	-	1	-	2	200.0%
Office Skills Training	13	6	48	67	5	-92.5%
Real Estate	211	261	177	89	144	61.8%
Safety	573	330	491	23	134	482.6%
Service Occupations	32	16	9	12	21	75.0%
Teacher Re-Certification	13	15	38	40	38	-5.0%
Teaching Methodology	67	77	5	-	-	-
Welding	77	64	65	48	47	-2.1%
Total	13,203	14,182	13,829	13,076	7,157	-45.3%

Appendix 33

Faculty & Staff by Employment Classification

Employment Classification	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Full-Time Regular Permanent Employee	187	188	216	208	214	2.9%
Full-Time Other Employee	6	-	-	1	-	-
Part-Time Employee	361	277	345	319	306	-4.1%
Total	554	465	561	528	520	-1.5%

Appendix 34

Faculty & Staff by Gender

Gender	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Female	283	236	288	276	284	2.9%
Male	271	229	273	252	236	-6.3%
Total	554	465	561	528	520	-1.5%

Appendix 35

Permanent Faculty & Staff by Years of Service

Years of Service	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
1 - 4	50	47	68	73	83	13.7%
5 - 9	45	50	63	54	45	-16.7%
10 - 14	30	30	27	31	30	-3.2%
15 - 19	22	19	21	17	21	23.5%
20 - 24	26	23	19	18	17	-5.6%
25 - 29	3	10	13	14	17	21.4%
30 - 34	2	-	-	1	1	100.0%
Unreported	9	9	-	-	-	-
Total	187	188	211	208	214	2.9%

Appendix 36

Faculty by Highest Degree Attained

Degree Attained	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Less than High School	1	1	2	1	-	-
High School or Equiv.	41	28	27	29	26	-10.3%
1 Year of College	11	11	11	10	11	10.0%
Vocational Diploma	14	10	8	7	7	0.0%
2 Years of College	9	7	8	12	12	0.0%
Associate Degree	40	33	37	36	33	-8.3%
3-4 Years of College	7	7	7	5	5	0.0%
Bachelor Degree	80	71	76	68	67	-1.5%
Master Degree	147	126	167	144	138	-4.2%
Education Specialist	4	2	3	-	-	-
Doctorate Degree	13	11	22	26	22	-15.4%
Total	367	307	368	338	321	-5.0%

Appendix 37

Faculty by Instructional Category

Instructional Category	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	11-12 Change
Academic	179	139	172	154	142	-7.8%
Agriculture	4	4	5	5	5	0.0%
Distribution & Marketing	8	6	6	4	3	-25.0%
Engineering & Science	33	27	38	29	36	24.1%
Health Occupations	42	45	46	52	46	-11.5%
Home Economics	7	11	12	8	7	-12.5%
Office	29	25	26	27	27	0.0%
Trades	65	50	63	59	55	-6.8%
Total	367	307	368	338	321	-5.0%

Appendix 38

Fiscal year Expenses by Category

Category	2008-2009	2009-2010	2010-2011
Instruction	\$ 10,579,961	\$ 11,074,884	\$ 11,573,103
Public Service	\$ 1,102,962	\$ 1,103,264	\$ 1,221,480
Academic Support	\$ 2,110,416	\$ 1,930,052	\$ 2,000,570
Student Services	\$ 1,389,940	\$ 83,596	\$ 1,574,779
Instit. Support	\$ 3,648,875	\$ 3,877,921	\$ 4,262,121
Oper. & Maint.	\$ 2,430,584	\$ 3,132,204	\$ 3,492,284
Scholarships	\$ 3,378,580	\$ 6,422,517	\$ 6,273,684
Aux. Enterprises	\$ 3,397	\$ 41,224	\$ 62,676
Depreciation	\$ 1,007,591	\$ 1,316,308	\$ 1,286,775
Total	\$25,652,306	\$28,981,970	\$31,747,473

Category	2011-2012	2012-2013	11-12 Change
Instruction	\$ 10,893,650	\$ 10,310,648	-5.4%
Public Service	\$ 1,055,533	\$ 1,067,462	1.1%
Academic Support	\$ 2,188,881	\$ 2,178,535	-0.5%
Student Services	\$ 1,756,771	\$ 1,902,808	8.3%
Instit. Support	\$ 4,920,303	\$ 4,587,452	-6.8%
Oper. & Maint.	\$ 2,899,765	\$ 3,115,618	7.4%
Scholarships	\$ 6,084,441	\$ 5,559,039	-8.6%
Aux. Enterprises	\$ 85,454	\$ 48,588	-43.1%
Depreciation	\$ 1,247,817	\$ 1,270,127	1.8%
Total	\$31,132,616	\$30,040,278	-3.5%

Appendix 39

Fiscal year Revenues by Funding Source

Funding Source	2008-2009	2009-2010	2010-2011
Tuition & Fees	\$ 2,401,120	\$ 3,412,761	\$ 4,432,806
Federal Grants	\$ 3,501,690	\$ 5,721,323	\$ 7,258,457
State Appropriation	\$ 12,488,436	\$ 12,098,696	\$ 13,497,417
Local	\$ 3,795,130	\$ 3,330,130	\$ 3,555,130
Private Grants	\$ 2,989,158	\$ 3,195,949	\$ 2,032,747
Investment Income	\$ (2,833)	\$ 122,780	\$ 263,803
Endowment Income	\$ (69,416)	\$ 41,101	\$ 52,727
Sales & Service	\$ 225,302	\$ 243,448	\$ 248,274
Other	\$ 92,626	\$ 239,596	\$ 157,807
Total	\$25,421,213	\$28,405,784	\$31,499,167

Funding Source	2011-2012	2012-2013	11-12 Change
Tuition & Fees	\$ 4,583,324	\$ 4,049,462	-11.6%
Federal Grants	\$ 7,412,541	\$ 7,354,853	-0.8%
State Appropriation	\$ 13,192,948	\$ 13,882,052	5.2%
Local	\$ 3,665,130	\$ 3,755,130	2.5%
Private Grants	\$ 1,561,268	\$ 1,747,436	11.9%
Investment Income	\$ (28,651)	\$ 178,796	-724.1%
Endowment Income	\$ 98,980	\$ 29,429	-70.3%
Sales & Service	\$ 238,062	\$ 240,238	0.9%
Other	\$ 1,027,457	\$ 738,825	-28.1%
Total	\$31,751,059	\$31,976,221	0.7%

Appendix 40

Grants Received

	Project	Granting Agency	Amount
2008-2009	Allied Health Enhancement	North Carolina Community College System	\$ 75,447
	Career Readiness Certificate	North Carolina Community College System	\$ 12,740
	College Tech Prep Enhancement	North Carolina Community College System	\$ 21,333
	Comprehensive Family Literacy	North Carolina Community College System	\$ 60,000
	ECWDB BRAC Workkeys	East Carolina Workforce Development Board	\$ 20,000
	EDA Performance	United States Department of Commerce	\$ 51,000
	GoldenLeaf Carolina Technical	GoldenLeaf Foundation	\$ 50,000
	Military Business Center	Fayetteville Technical Comm. College/NCCCS	\$ 40,740
	Minority Male Mentoring	North Carolina Community College System	\$ 36,615
	Nursing Sim Lab	Harold H. Bate Foundation	\$ 175,000
	Perkins Vocational Education	North Carolina Community College System	\$ 143,950
	Public Radio Funding Grant	North Carolina Community College System	\$ 66,333
	SBNC Performance	North Carolina Community College System	\$ 1,000
	Scholarship, Program & Innovation	Harold H. Bate Foundation	\$ 235,000
	Student Success Activity	North Carolina Community College System	\$ 2,500
	Total 2008-2009		\$ 991,658

	Project	Granting Agency	Amount
2009-2010	AERO	Golden LEAF Foundation	\$ 735,000
	ASPIRE II	North Carolina Eastern Region	\$ 37,074
	Career Readiness Certificate	North Carolina Community College System	\$ 4,800
	CASAS Training	North Carolina Community College System	\$ 6,400
	College Tech Prep	North Carolina Community College System	\$ 21,333
	Comprehensive Family Literacy	North Carolina Community College System	\$ 60,000
	GLOW	Golden LEAF Foundation	\$ 100,000
	Jobs NOW	North Carolina Community College System	\$ 150,000
	Johnson & Johnson	Johnson & Johnson	\$ 2,500
	Military Business Center	Fayetteville Technical Comm. College/NCCCS	\$ 35,000
	Perkins Vocational Education	North Carolina Community College System	\$ 168,097
	Total 2009-2010		\$ 1,320,204

	Project	Granting Agency	Amount
	ASPIRE II	North Carolina Eastern Region	\$ 20,578
	Comprehensive Family Literacy	North Carolina Community College System	\$ 60,000
	C-STEP	UNC-Chapel Hill	\$ 10,000
	Military Business Grant	North Carolina Community College System	\$ 32,500
	Perkins Vocational Education	North Carolina Community College System	\$ 20,000
	TRiO Student Support Services	Department of Education	\$ 218,212
	WorkKeys/Career Readiness	North Carolina Eastern Region	\$ 4,800
	Total 2010-2011		\$ 366,090

	Project	Granting Agency	Amount
2011-2012	ASC Starter	American Chemical Society	\$ 500
	ASPIRE	North Carolina Eastern Region	\$ 7,350
	Career Readiness Certificate	North Carolina Community College System	\$ 2,140
	College Access Grant - Boot Camp	North Carolina Community College System	\$ 10,120
	Comprehensive Family Literacy	North Carolina Community College System	\$ 60,000
	C-STEP	UNC - Chapel Hill	\$ 10,000
	DEI English Reading	North Carolina Community College System	\$ 3,500
	Early Childhood Assoc. Accreditation	North Carolina Community College System	\$ 1,500
	GoldenLeaf - Robotics	Long Term Economic Advancement Program	\$ 147,476
	Grant for Scholarships	Harold H. Bate Foundation	\$ 100,000
	Little Swift Creek	Little Swift Creek Fire Department	\$ 1,600
	Military Business Center	North Carolina Community College System	\$ 32,250
	NC Space Grant	North Carolina Community College System	\$ 3,758
	NCAMA - Adv. Manuf. Alliance	Department of Education	\$ 1,086,709
	NSF - Durham Virtual Lab Grant	National Science Foundation through Durham TCC	\$ 9,104
	Perkins Vocational Education	North Carolina Community College System	\$ 113,280
	TRiO Student Support Services	Department of Education	\$ 218,212
	Total 2011-2012		\$ 1,807,499

	Project	Granting Agency	Amount
	ASPIRE	North Carolina Eastern Region	\$ 6,966
	Comprehensive Family Literacy	North Carolina Community College System	\$ 45,108
	DEI English Reading	North Carolina Community College System	\$ 4,337
	Grant for Scholarships	Harold H. Bate Foundation	\$ 70,000
	NC Space Grant	North Carolina Community College System	\$ 2,000
	NCAMA - Adv. Manuf. Alliance	Department of Education	\$ 391,368
	NCSU Engineering Grant	North Carolina State University	\$ 25,000
	NSF - Durham Virtual Lab Grant	National Science Foundation through Durham TCC	\$ 17,542
	NSF - SEAS Grant	National Science Foundation	\$ 49,830
	Perkins Vocational Education	North Carolina Community College System	\$ 189,402
	TRiO Student Support Services	Department of Education	\$ 211,447
	Work Ready Communities Grant	North Carolina Eastern Region	\$ 3,000
	Total 2012-2013		\$ 1,016,000